University of Alberta

Promotion Criteria in Canadian Universities: A Survey Comparing the Relative Importance of Traditional and Non-Traditional Research

by

Marie Rose Phaneuf

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Science

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Nora Jacobson, Ph.D.

Sept 03/03
Date of Approval

Abstract

The university environment in Canada has changed considerably over the past three decades with increasing emphasis on user-oriented, interdisciplinary, and other types of non-traditional research as a means of addressing pressing social issues. A survey of deans and members of promotion committees in 70 faculties of health science, medicine, nursing, business, and public administration was conducted to ascertain the relative importance of traditional and non-traditional research outputs in university promotions policy and practice. The survey revealed that both deans and promotion committee members rated the outputs of traditional research more highly than those of non-traditional research according to both written criteria and actual practice in their faculties. The results of this survey indicate that despite public policy changes which reflect the desire for more relevant research, universities as a whole, and individual faculties have work to do in properly recognising and rewarding these types of research.

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CHAPTER 1: INTRODUCTION

1.1 Study Context

Increased public pressure for accountability in government spending and more responsive research, has led federal granting councils such as the Canadian Institutes of Health Research (CIHR), the Social Sciences and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council of Canada (NSERC) to strongly encourage interdisciplinary research and knowledge transfer activities. The importance of collaboration with potential users of research and the translation of research findings into outputs appropriate for decision-makers, are increasingly recognised as essential to addressing pressing social issues.

The university environment in Canada has changed considerably over the past three decades. In the 1970's, universities were relatively homogeneous institutions where academic research was conducted along disciplinary lines, with relatively little input from government, industry, or community stakeholders (Polster, 1998). Federal research funds were largely administered and controlled by academics. Committees comprised entirely of university professors used academic criteria to administer funds within disciplines or academic departments (Polster, 1998).

Since the mid 1980's however, "we have increasingly witnessed…a trend toward greater heterogeneity in scientific research and growing collaboration of university researchers

with partners outside the university" (Godin, 1999, p. 1). This trend has emerged in large part from growing public pressure for accountability in research, an increased focus on the relevance of research outcomes, and recognition of the importance of crossing disciplinary lines to tackle complex, real-world problems.

In response to this ideological shift, the three federal granting councils have begun to increase support for partnership and other types of non-traditional research. Many major grant competitions now specifically require that researchers outline dissemination strategies. Publication in peer-reviewed journals is often no longer sufficient; academics are increasingly required to describe on funding applications how they will share their research findings with government or community stakeholders.

Recognising the importance of interdisciplinary and user-oriented work in health research, the CIHR has responded by integrating its four pillars of health research (biomedical, clinical, health services/health policy, and population health) under a single funding umbrella. The move is intended to advance the cause of cross-sectoral research and reflects the beginnings of a paradigm shift in the health policy environment, from a medical model of health to a focus on the broader, inextricably linked determinants of health.

Despite the fact that health research is a field of study relying heavily on interdisciplinary research and knowledge translation to meet its objectives, within the Canadian university system many investigators are reluctant to undertake this type of research. This

reluctance stems from the fact that traditional faculty reward systems frequently do not recognise the different processes and products of this type of research.

1.2 Study Rationale

Despite the fact that the main granting agencies for health research in Canada have begun the process of change by implementing macro-level policies, disincentives to conducting interdisciplinary research and knowledge translation activities likely still exist within university faculties and departments. Foremost among these are professional norms within the academy: In particular traditional norms about what constitutes quality research.

Investigators with an interest in interdisciplinary scholarship are often reluctant to undertake such programs because they are either seen as "risky" or as an outright impediment to career development within the current research community (Kindig et al., 2002). Specifically, the widespread perception is that promotion and tenure criteria traditionally do not recognise or reward the time and skills devoted to the different characteristics of the processes and products of non-traditional research in the same manner as the products of more traditional, curiosity-driven (or discovery) research.

The goal of this study was to increase awareness and promote self-reflection by those who make promotion decisions at Canadian universities, leading to institutional dialogue and improvement in promotion criteria. The objective of this research was to determine

the relative importance of traditional and non-traditional research outputs in university promotions policy and practice. In order to achieve this objective, university deans and members of promotion committees were surveyed regarding promotion practices in their faculties.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to outline the history of promotion and tenure in academe and the evolution of discovery, or curiosity-driven, research as the dominant element of faculty work. The use of peer-reviewed publication as the main measure of faculty productivity is then examined, particularly in light of the changing academic environment in Canada. Finally, the relatively few existing empirical studies of faculty reward systems are described along with their findings.

The History of Promotion and Tenure

Discussion and debate about promotion and tenure in academe is not a new theme. Though the earliest concept of tenure dates back to medieval times it was not until the 17th century that English philosophers such as John Locke and Thomas Hobbes championed the cause of academic freedom (Hook & Brickman, 2003). The wide scale implementation of tenure as a means of safeguarding academic freedom however, did not take hold in Europe until later in the 18th and 19th centuries and was primarily a result of the secularization of higher education (Hook & Brickman, 2003).

At the turn of the 20th century, the unwarranted dismissal of several "controversial" scholars in the United States led many in the academy to question their job security. As

a result, an ongoing debate over the importance of safeguarding academic freedom was sparked. This led to a call for the installation of faculty evaluation practices in North America and granting of tenure to those deemed to be productive and promising scholars (Tierney & Bensimon, 1996, p. 25). Today, a sizable debate continues around the issue of tenure (Hiller & Ritvo, 1991). While some contend that tenure, or appointment without term, is essential for ensuring academic freedom, others argue that, once granted, tenure leads to a more complacent, less productive, professoriate. Despite the ever-present voice of opposition, the overwhelming majority of universities and colleges in the U.S. currently have some form of tenure structure for ensuring academic freedom.

Distinguishing Between Promotion and Tenure

In many instances, promotion from assistant professor to the rank of associate professor is coupled with the granting of tenure. Hiller and Ritvo (1991) outline the distinction between promotion and tenure: In theory, promotion rewards past performance and accomplishments, and should be used to mark the stages of professional growth. Promotion decisions should be conducted objectively and kept separate from the tenure process (Hiller & Ritvo, 1991). Conversely, the award of tenure denotes a university's long-term commitment to a faculty member's career based on evidence of potential contribution to their field. Horn (1999) contends that tenure is a product of the desire for intellectual independence, collective autonomy, and the financial security necessary for productive scholarly and scientific work. The tenure process, Hiller and Ritvo argue, is loaded with bias and is often largely political and unfair. In actual practice, promotion

and tenure are often decided at the level of associate professor and the distinction may be blurred in academic departments.

Research Takes Hold in Academe

Prior to World War II, promotion and tenure in U.S. and Canadian universities were awarded based on a standard triad of activities: research, teaching, and community service. In order achieve promotion, a reasonable level of competence was required in all three of these areas, with above average or excellent performance in at least one. In most universities and colleges at the time, particular emphasis was placed on the importance of teaching.

After World War II, the promise of discovery, technological advancement and economic growth led to the redefinition of scholarship with a pre-eminent focus on research. With external funding increasingly becoming available, "research as a model for faculty work began to spread exponentially and to colonize the academy as a whole" (Glassick, Huber & Maeroff, 1997, p. 7). This shift in focus and reward structures began a slow but deliberate realignment of faculty priorities and activities. Graduate students and junior academics became versed in research methodologies and academic writing, with the teaching and community service arms of the tenure triad often taking a back seat to research. This ideological shift within academe continued, with increasing momentum, for decades.

Publish or Perish

Along with the increased emphasis on research, particular weight was placed on academics to secure external funding for this research. This was largely due to significant government cutbacks in base funding to universities. In most universities, the number of tenured positions relative to total faculty has decreased significantly over the past 30 years, with a marked increase in the number of faculty members employed on a contractual basis. This has led junior academics to place greater value on recognition and achieving promotion in a timely manner. As a consequence, competition within academe has become fierce (Rosenblum & Rosenblum, 199).

Since publications arising from traditional or discovery research are the most easily quantified of the tenure triad, expectations for faculty productivity in this area have increased considerably. A 1987 survey of chairpersons of internal medicine departments revealed that in order to be considered for the rank of associate professor, a mean number of 27 publications was required (Stossel, 1987). Further, when asked whether a smaller number of high quality publications would be considered grounds for promotion, only five of 17 chairpersons responded "always." As a result, junior faculty quickly learn that as the bar for promotions and tenure is rising, they must immediately begin publishing, either articles, books, or both (Wilson, 2001).

The reality of "publish or perish" in most academic fields is beginning to cause a number of problems. First, the sheer volume of academic publications has been linked to

"intellectual confusion, poor research design, and fraud in science" (Stossel, 1987, p. 146). A report produced by a task force studying challenges in academic libraries suggests that the academic reward structure in Canada encourages scholars to publish in the top journals, and that numbers of publications weigh heavily in hiring, promotion, tenure and salary decisions (AUCC, 1996). This imperative is contributing to a surge in publications and is exerting serious pressure on university libraries. In addition to the overwhelming volume of literature, Stossel argues that publish or perish has led to lower quality publications which have decreased the quality of literature in many fields

The most serious cause for concern, however, in placing such emphasis on publications, is that rather than try to answer a new or difficult question many academics may decide to "play it safe," choosing a research program more likely to lead to high numbers of publications and more secure employment (Stossel, 1987; Horn, 1999). According to critics of the current reward system, this practice will lead to research that merely expands an existing body of knowledge. As such, research quality will be poorer and will hamper the pursuit of knowledge for its own sake (Blankinship, 1998; Bucklet, Sanders, Shih, & Hampton, 2000; Horn, 1999; Stossel, 1987).

Peer-Reviewed Publication: The "Gold Standard" for Promotion

Those endorsing the traditional system argue that a safeguard for ensuring the quality of research output is the "peer-reviewed" (or refereed) journal article. However, use of "peer-reviewed" publications as the telling measure of a faculty member's productivity

is frequently criticized as narrow and biased on several fronts: First, according to the referee system of scientific articles, an anonymous manuscript is judged by anonymous peers, reputed to possess expertise in the field or discipline in question (Goedegebuure, Maassen, & Westerheijden, 1990, p. 29). In reality, this process is frequently subjective and reviewers are often aware of the author's identity. Further, as Diamond and Adam (1999, p. 108) point out, many refereed publications do not break new ground, or advance their discipline and many are neither innovative, nor significant. Alarmingly, when used in promotion decisions, published work is often not read by the promotion committee (Seldin, 1980, p. 134). Many faculties simply perform an overall count of a professor's published articles in evaluating scholarly performance (Seldin, 1980, p. 134).

The most detrimental implication of using peer reviewed publications as the dominant measure of faculty productivity is that it has led universities to embrace a narrow view of research, causing them to undervalue other forms of scholarship which may be very important to students and to society (Pocklington & Tupper, 2002, p. 80). According to Pocklington and Tupper (p. 91), different outlets of research are not of equal value, as professors must place their research in prestigious venues. By limiting the scope of acceptable research output, reliance on the peer-reviewed publication also has the effect of stunting the creativity of university faculty and limiting the societal impact of their work.

Despite the fact that Canadian universities were originally conceived with a different vision than the major research universities in the U.S., the traditional view of

scholarship outlined by these institutions has taken hold in Canada as well (Pocklington & Tupper, 2002, p. 14). Two important differences however, distinguish the Canadian university from its U.S. counterpart: First, in most Canadian universities, faculty are members of certified trade unions (Cameron, 2002). Second, in Canada there are far fewer sources of research funding. Consequently, the major granting councils have considerably more influence on research activity.

Understanding the Canadian Context

At this point, some discussion of these two significant factors in the Canadian university system is essential to placing this study in the proper context. This description, though necessarily brief, is based on a review of changes to Canadian universities by Cameron (2002). For a more comprehensive discussion, the reader should refer to this document.

According to Cameron, the post-World War II boom in university enrolment and spending paralleled that of the U.S. In response to the fiscal reform and reduced government spending of the 1970's however, the fates of American and Canadian universities differed significantly. In an attempt to secure their position and maintain the working conditions of the post war era, faculty members at most Canadian universities responded by organising unions and negotiating collective bargaining agreements with university boards and administrators. Conversely, an influential supreme court ruling in the U.S. stopped the push toward faculty unionisation in that country before it could build significant momentum.

Today most universities in Canada are unionised and collective bargaining agreements spell out strict promotion and tenure criteria for faculty members. Cameron (2002) argues that unionisation and the resulting reliance on collective agreements has forced Canadian universities to become resistant to change and more focused on the interests of faculty members to the detriment of the needs of society. These self-interested, internal politics have resulted in universities that have become so rigid that they no longer have the capacity to respond to changes in the public interest (Cameron, 2002).

Another important determinant of the current climate in Canadian post secondary institutions is the nature of funding support for universities and the research conducted therein. In the 1950's and 1960's the National Research Council (NRC), the predecessor of today's granting councils, spun off several agencies and the amount of federal spending on research increased greatly (Cameron, 2002). In 1976 however, the ongoing turbulence of provincial and federal relations led the federal government to stop providing grants directly to universities and instead channel base funding (i.e., operating funds) through the provinces to allocate to post secondary institutions. This change, accompanied by years of decreased federal and provincial support, led to steady tuition increases, whereby students and their parents covered the rising cost of attending university and researchers increasingly relied on the granting councils to support their research programs.

In the early 1980's a movement toward increased university-industry collaboration was welcomed by the Mulroney government and elaborated to include more co-operation

not only with industry, but also between universities and government (Cameron, 2002). This was effectively the first move towards increased collaborative research and has led to a number of deliberate and influential federal policy and program decisions regarding funding of post-secondary education. One such decision was the creation of networked centres of excellence, where prominent researchers from several universities together with private sector partners, were funded to study topics of national importance.

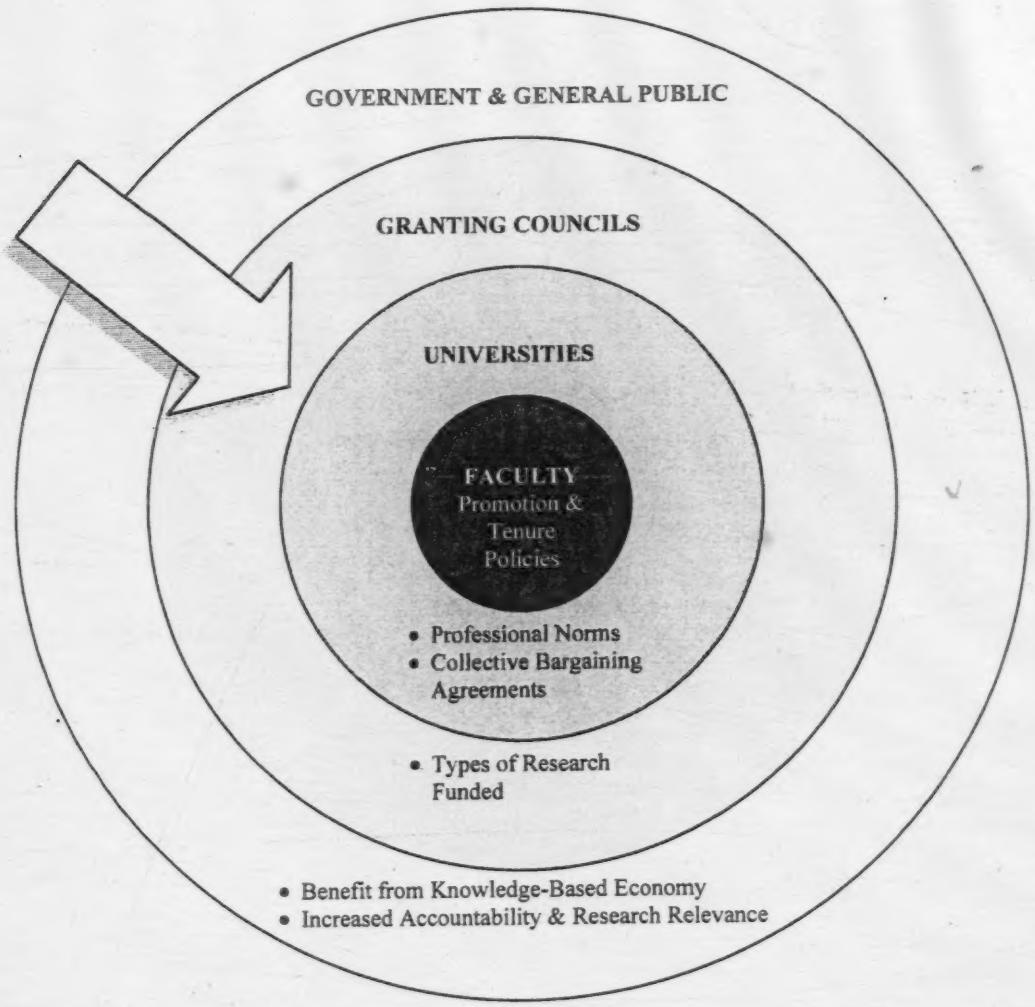
In 1999, after extensive national consultation the Medical Research Council (MRC) was dissolved to be replaced by the new Canadian Institutes of Health Research (CIHR), a granting council consisting of 13 institutes closely tied to the principles of the centres of excellence (Cameron, 2002). The amount of funding to be distributed by the CIHR was also increased significantly relative to the MRC. In addition, some smaller granting agencies (e.g., The Canadian Health Services Research Foundation) were established to address specific issues. These were concrete examples of the government's policy direction of providing increased funding for collaborative research to address governmental and decision-maker priorities.

Despite the deliberate changes to the granting councils and the types of research endorsed by the federal government, many within the academy denounce these changes based on the argument that the "entrepreneurial university" allows "university priorities to be distorted by too-close links, among universities, government and large corporations" (Cameron, 2002 p. 168). The conflicting ideologies of important stakeholder groups

within and outside of the academy have created significant conflict about the university's role in Canadian society.

Figure 2.1 represents the hierarchy and priorities of the stakeholders in the Canadian university system. Though they are embedded deep within the university, promotion and tenure policies impact individual researchers, the university as a whole, the granting councils, government, and the tax paying public. The preceding discussion and this figure also illustrate that each stakeholder group is influenced by a different, and often conflicting, set of priorities. This study addresses promotion and tenure policy and practice at the faculty level within the university; however, each group represented in this diagram has a role to play in revising promotion and tenure criteria and practice.

Figure 2.1 Stakeholders and Factors Affecting Promotion and Tenure Policies in Canadian Universities



The New Face of Academe in Canada: Emerging Research Paradigms

Despite the general resistance to change in many Canadian universities, the public pressure for increased relevance of university research has driven and encouraged the development of several non-traditional research paradigms. Traditional frontier or discovery research; which is designed to generate novel techniques or approaches and knowledge independent of societal considerations, is now contrasted with applied research; "designed to contribute directly and instrumentally to defining, describing, or solving society's current social problems" (Lomas, 1997, p. 15).

Within the realm of applied research, interdisciplinary research is increasingly recognised as essential to addressing complex social problems with multiple determinants. Interdisciplinary research involves research questions requiring extensive insights from several disciplines: Researchers undertaking this form of scholarship must have a significant understanding of the second discipline and work collaboratively with peers from other academic disciplines (Natural Sciences and Engineering Research Council [NSERC], 2002). Population health is one discipline wherein researchers from environmental and biological sciences often work collaboratively with social scientists in addressing health questions. Health services research also relies heavily on collaboration between researchers and decision-making partners to achieve its aims.

The mandate of the university is also evolving to include not just the pursuit of knowledge, but also the transmission of research findings through dissemination to the

community (Doutriaux, retrieved June 15, 2003). Consequently, the importance of knowledge translation or knowledge utilisation (KT/KU) is increasingly recognised. Briefly stated, KT/KU is the synthesis, exchange and sound application of knowledge or research outcomes (Alberta Heritage Foundation for Medical Research [AHFMR]). Partnerships are the lifeblood of effective knowledge translation and relationships based on trust and co-operation between the producers and users of knowledge will go a long way in establishing sound, evidence-based decision-making in health services research (Canadian Health Services Research Foundation [CHSRF], 2001).

As Layzell (1999, p. 24) highlights, though non-traditional research outputs "are both viewed positively from outside the academy and given significant lip service from within, they are not easily achieved." Typically, these types of research require a lot more start up time and work with many partners. Building productive relationships with government and other stakeholder groups can be very time consuming. Also, the most likely and most useful outputs of these types of research are not peer-reviewed publications, but synthesis documents, government reports to influence public policy, workshops with decision-makers to assist in the interpretation of and understanding of the research findings.

So called "public scholars," faculty who chose to apply their expertise and experience to public commentary, service and policy formation, offer universities the opportunity to strengthen their capacity to be flexible and are essential in the current public climate (Plater, 1998). Accordingly, those who choose to pursue initiatives with different

outputs such as government reports or leadership roles, must be rewarded and recognised in order to stimulate innovation and creativity in higher education (Plater, 1998). Within the Canadian university system, however, many investigators are reluctant to undertake this type of research because traditional reward systems frequently do not recognise the different processes and products of this type of research (Kindig et al., 2002). The additional time required for working in interdisciplinary teams, working with stakeholder groups and decision-makers, and the different products of this type of research can act as a major deterrent to many in the academy who are interested in conducting non-traditional research.

2.2 Review of Past Research

The need to revise promotion criteria to better reflect the current academic environment has received international attention over the past decade. Reports from Canada, the U.S. and the U.K. have underscored the importance of addressing this problem (AUCC, 1996; American Council on Education [ACE], 2000; Court, 1998). In the U.K. the implementation of a Research Assessment Exercise and performance indicators in higher education, caused considerable controversy (Cave, Hanney & Henkel, 1995). In North America, editorials and letters to the editor have appeared in many journals across disciplines and several books have called attention to problems with the current system (Wilson, 1992; Maudsley, 1996; Yonke, Foley, Bartlett, Bloomfield, & Whalen, 1996; Slaughter & Leslie, 1997; Lewis, 1998; Gros Lewis, 2000). This commentary outlines current problems and calls upon universities to be progressive and make changes in

order to attract the best and brightest and to maintain their reputations as centres of innovation and excellence.

Still, despite increasing discussion on the future of promotion criteria, relatively few empirical studies have been conducted to better understand the shortcomings of the current process in universities. Layzell (1999, p. 19-22) describes three broad categories of indices used to describe faculty work; faculty activity studies, documenting the number of hours spent on teaching, research and community service; instructional workload analyses, focusing on teaching course loads and contact hours; and measures of non-instructional activity, enumerating scholarly output – measured by numbers of articles produced and citations. Due to their quantitative nature, these types of inventories say little about the true quality or nature of academic work.

Since this problem is most evident in departments conducting different types of research and employing non-traditional faculty, medical schools have been the first to feel the push to make changes to their traditional promotion criteria. Several studies have emerged from medical or clinical health science departments in the U.S.

Two decades ago Gjerde and Colombo (1982) conducted a survey of faculty members and departmental chairmen in medical faculties in the U.S. The study revealed that faculty members believed that research was the single most important activity for being promoted to the highest academic rank. Meanwhile, departmental chairmen cited the importance of several criteria including research, teaching, patient care and

administrative service in their list of activities (Gjerde & Colombo, 1982). Nevertheless, both groups agreed that the publication of peer reviewed journal articles was paramount for promotion.

A similar study by Williams et al. (1998) compared the judgements of department leaders versus faculty who had been successfully promoted. One third of the faculty members emphasised that lack of time for academic pursuits and competing demands on their time, were significant obstacles to achieving promotion (Williams, Zyzanski, Flocke, Kelly, & Acheson, 1998). They also cited that they were not aware of clear guidelines for the promotion and tenure process. Ambiguity and lack of clear guidelines is a recurring theme among junior academics. In addition, department leaders' and faculty members' estimates of time available for research and writing were considerably different. This indicates that the ideal and reality are likely somewhat different for junior academics when juggling competing demands on time.

As the inadequacy of the current reward system is increasingly exposed, some progressive academic medical centres have begun to revise their criteria. In 1994, Jones and Froom surveyed deans, associate deans, department chairs, members of promotion and tenure committees and faculty members in the U.S. to identify problems in how medical school faculty are evaluated (Jones & Froom, 1994). A content analysis of the responses revealed that promotion criteria are vague and often poorly defined. Further, contributions other than peer-reviewed publications (i.e., teaching quality) are difficult to

measure and poorly assessed.

Jones and Gold (1998) assessed the results of a questionnaire sent to the dean of each medical school in Canada and the U.S. The responses to these questionnaires indicated that faculty evaluation and compensation policies are currently under revision in half of the medical schools and many had initiated changes to their systems for faculty evaluation (Jones & Gold, 1998). Proposed changes included lengthening the pre-tenure period in order to allow more time for the building of a stronger portfolio; modifying the link between promotion and tenure in order to decrease competition for tenured positions; and implementing a number of promotion streams for different types of faculty in order to recognise the activities of different types of faculties, particularly academic clinicians.

The results of some notable attempts to revise tenure and promotion systems in medical schools have also been reported. The University of Kentucky for example, instituted a number of changes including redefining scholarship according to the four areas outlined by Ernest Boyer in his role as the head of the Carnegie Foundation for the Advancement of Learning. Scholarship Reconsidered: Priorities of the Professoriate (1990), was a pioneering report on the topic of faculty roles in academe.

Boyer's expanded definition outlines four main types of scholarship: discovery, teaching, application, and integration. The scholarship of discovery encompasses the traditional view of research and the pursuit of new knowledge using established methodologies. As expected, the outputs of this type of research are largely documented in peer-reviewed

journal publications and at academic conferences. The scholarship of teaching is intended to recognise the skill involved in transferring knowledge from expert to novice, as well as the teacher's ability to adapt to different learning styles, engage students and produce consistent positive outcomes for student learning. The scholarship of application is most closely tied to the field of KT/KU. The scholar interested in application asks how knowledge can be applied to help individuals and whether social problems can define an agenda for scholarly research. The fourth facet of scholarship outlined by Boyer, integration, seeks to synthesise individual facts from different pieces of research or disciplines and construct a larger view of an issue, noting the links within or across disciplines (Boyer, 1990, p. 19). The expanded definition of scholarship is intended to recognise academic contributions that are outside of the realm of discovery research.

At the University of Kentucky medical school, this expanded definition was adopted, as well as, clearly delineated promotion procedures, and a number of faculty designations to accommodate different roles (Nora et al., 2000). Not surprisingly, these changes were met with mixed reactions from faculty, however, the new evaluation procedures have not been in place long enough to assess actual outcomes.

Recognising that traditional reward systems no longer reflect reality in academic medical centres, the University of Louisville also attempted to implement the Boyer Model into their faculty reward system (Schweitzer, 2000). This attempt ultimately failed due to a lack of understanding about how to implement the model. The faculty encountered problems in interpreting Boyer's revised definition of scholarship; specifically, how to

document or measure the different types of scholarship (Schweitzer, 2000). Nevertheless the process of attempted change raised considerable awareness about the importance of different types of scholarship.

A similar trend has been documented in nursing and dietetics (Boland & Sims, 1988; Gabel & Pond-Smith, 1995). There is also concern that the contribution of those who undertake administrative and leadership positions in these departments may not be adequately recognised by current faculty reward systems. In general, the health professions have been the first to speak out and pilot some changes to the traditional systems of promotion and tenure, again due to greater numbers of clinical faculty members. Table 2.1 summarises the key findings of studies of faculty reward systems.

Table 2.1 Important Findings of Faculty Rewards Studies

- Peer-reviewed publication is paramount for promotion
- Faculty administration and individual faculty sometimes have differing views of the activities important for promotion
- Guidelines for promotion are often unclear or ambiguous
- New models for promotion (i.e., Boyer's revised definition of scholarship) are difficult to interpret in practice

In 1997, shortly after the death of Ernest Boyer, The Carnegie Foundation published a second report entitled Scholarship Assessed: Evaluation of the Professoriate (1997). According to the authors of this second report, the goal of Scholarship Reconsidered had been to move beyond the teaching versus research debate to define scholarship in a broader and more useful way (Glassick, Huber & Maeroff, 1997 preface). Scholarship Assessed was conceived to expand on this line of thinking; however, it also addressed the importance of changing evaluation in the academy if the revised definition of scholarship was to have any chance of taking hold (p. 5).

Scholarship Assessed was a report based on a review of literature, faculty handbooks, policy statements and several small surveys (Glassick, et al., 1997 preface). The results of the document analysis showed that all forms of scholarship have a common sequence of unfolding stages: clear goals; adequate preparation; appropriate methods; effective presentation; reflective critique. (p. 16). These were suggested as possible guidelines for developing new reward policies and practices in U.S. colleges and universities. The main conclusion of this report was that despite the fact that most senior university administrators were aware of problems with faculty reward structures and often in process of making changes, "campuses have a long way to go before they show that other forms of scholarship receive equal value to that accorded to traditional research" (Glassick, et al., 1997, p. 16). Similarly, with the increasing focus on collaborative research and KT/KU across faculties and disciplines, the current academic climate in Canada is ripe for discussion and change in promotion criteria and reward systems.

2.3 Summary of Literature Review

- Promotion and tenure have long been established as fundamental to the mission of the academy.

- Current faculty reward systems at many Canadian universities do not adequately recognize the changing academic climate; namely, the increasing focus on interdisciplinary research and KT/KU in may disciplines.

- This problem is not unique to Canada, the U.S. and U.K. have also encountered problems with promotion criteria that do not recognise non-traditional research outputs.

- The health professions have been first to speak out and pilot changes to traditional-research oriented promotion criteria and attempts have been made to re-define promotion criteria in several U.S. academic medical centers.

- Outside of academic medicine, the literature search uncovered relatively few empirical studies specifically addressing this issue.

- The studies and reports that have been produced document the reality that publications in peer-reviewed academic journals are still the gold standard for promotion in most university departments.

CHAPTER 3: MATERIALS & METHODS

3.1 Introduction

The purpose of this chapter is to outline the study goals and objectives and the methods and materials used to meet these objectives. A discussion of sample frame, instrument development, data collection, as well as methodological limitations and ethical implications is contained herein.

3.2 Study Goals and Objectives

The aim of this study was to increase awareness and promote self-reflection by those who make promotion decisions in faculties conducting interdisciplinary and user-oriented research at Canadian universities, leading to institutional dialogue and improvement in promotion criteria.

Answering several questions was key to meeting this goal:

- What are the primary determinants of promotion for university professors identified by members of departmental promotion committees?

- What are the stated promotion criteria? As measured by: written documents and communication with faculty deans?

- What is the political climate surrounding this issue? (e.g., the degree of support for and/or resistance to change to the current practice).

- Are there some university departments where the outputs of interdisciplinary and user-oriented research have been incorporated into written promotion criteria? Have these been successfully put into practice?

- What are the similarities or differences in promotion criteria between the faculties under study?

This research sought to document specifically whether university promotion criteria disadvantage academics interested in interdisciplinary and user-oriented research and if so, how this process operates.

3.3 Overview

The study employed both quantitative and qualitative methods to meet its objectives. Two main survey instruments were developed; one was designed for faculty deans – to gain insight into written promotion criteria in different faculties and departments. This survey was administered by mail and email. The second survey was tailored to departmental or faculty promotion committee members (PCM) in order to elucidate actual practice with respect to promotion criteria in academic departments. This survey was administered by mail, email, and through telephone interviews.

3.4 Sample Frame

The Association of Universities and Colleges of Canada (AUCC) publishes a yearly updated telephone and email directory including job titles for administrators at universities across Canada. The AUCC telephone directory was used to identify all faculties of Health Sciences, Medicine, Nursing, Business, and Public Administration in Canada. These faculties were selected because they represent fields of study wherein interdisciplinary and KT/KU research, are most likely undertaken. Presumably, identifying participants in this manner would illustrate the best case scenario for non-traditional researchers. If deans and promotion committees in these faculties, which often house these types of researchers, do not adequately recognise their efforts and outputs, then the situation in academic departments where this type of research is less prevalent may be even more discouraging.

The decision to survey all faculties of Health Science, Medicine, Nursing, Business and Public Administration faculties in Canada was based on the relatively small sample size (N=70), as well as the desire to document and reflect the state of faculty evaluation processes nationwide. Promotions practices vary considerably between universities, as well as between faculties.

3.5 Sample Identification

Faculty Deans

Once the faculties to be surveyed were defined, identification of the faculty deans was relatively straightforward. University and faculty websites were searched for the relevant name and contact information. In all but one case the deans were identified in this manner. When not available on the website, the dean was identified by phoning the faculty directly.

Promotion Committee Members

Identification of individual PCM proved more challenging. This information is generally not available on the internet, necessitating a phone call to each faculty under study. PCM were identified with phone calls to the relevant staff member at the faculty, explanation of the study, and often some discussion as to who might be the most appropriate faculty member to approach.

3.6 Instrument Development

Three survey instruments were developed by the principal investigator. These surveys are similar, but differ from one another in important ways. These differences are explained below. The surveys were pilot tested with faculty deans, as well as faculty with experience on promotion and tenure committees. Surveys were translated into French

to accommodate and encourage participation of the Francophone universities in Ontario, Quebec and New Brunswick. Copies of the surveys are found in Appendix 1-6.

Section One

Section one on all three surveys was a 27-item inventory of specific activities or outputs of university faculty. Deans were asked to rate the importance of each item on a scale of 1(not important) to 5(extremely important) according to their faculty's written criteria. PCM received the same inventory, but were asked to rate the importance of each item based on actual practice in their faculty.

Two independent reviewers classified the 27 inventory items into four categories. One reviewer was the principal investigator on the study and the second reviewer was an individual with considerable experience with university promotion process. The individual items were categorised as: traditional research (8), non-traditional research (8), teaching (7), or community service (4).[1] The reviewers initially disagreed on the placement of four of the items, however, only a small amount of discussion was needed

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[1] The reader will recognise these categories as the tenure triad outlined in the literature review, with a distinction between different types of research.

to reach complete agreement. Table 3.1 contains those items classified as traditional and non-traditional research. The complete classification of inventory items that was agreed upon by the two reviewers is located in Appendix 7.

Table 3.1 Traditional and Non-Traditional Research Outputs

Traditional Research Items
1. Publishing a frequently cited article in a peer-reviewed journal
2. Having strong letters of reference from recognised experts in your field
3. Receipt of a personnel award or career support from a federal or provincial peer-review funding agency
4. Being the first author of an article in a high-impact peer-reviewed journal
5. Receipt of a research grant from a federal or provincial peer-review funding agency
6. Being invited to present a scholarly paper at an academic conference
7. Being the first author of any kind of journal article
8. Organising an international conference for other scholars
Non-Traditional Research
1. Producing a plain language document for the public or for decision makers outside the university
2. Producing a report specifically designed to influence public policy
3. Producing a commissioned research synthesis document
4. Creating and maintaining organisational structures that link the academy to the community in innovative partnerships
5. Facilitating interaction between researchers and potential users of research (e.g., workshops, briefings, conferences)
6. Having one's contribution and impact formally recognised by public policy and management decision-makers or their equivalent outside the university (e.g., unsolicited letters, awards, or appointment to an advisory committee)
7. Receipt of a research grant or personnel support from a peer-review funding agency requiring decision-maker partnerships, and clear dissemination strategies
8. Organising an international conference for practitioners and scholars

Section Two

Section two was also identical on each version of the survey. Respondents were given a scenario wherein two faculty members were described. Faculty member A had primarily traditional research output, whereas faculty member B had primarily non-traditional research output. Teaching and community service performance were described as similar. Respondents were asked to compare the chances of promotion for each individual. Would faculty member A fare better than B? Would B fare better than A? Or, would both have an equal chance of promotion?

Section Three

Section three of the survey was sent only to a sub-sample of PCM who were approached for a telephone interview. In addition to the above quantitative data, the telephone version of the survey contained a series of qualitative questions about the promotions process in their faculty, and more specifically about the relative importance and recognition of interdisciplinary and user-oriented research activity. This arm of the study was intended to both elucidate the political climate surrounding this issue, as well as identify any exemplary criteria or best practices in the faculties in the sample.

3.7 Data Collection and Follow-up

Deans Survey

The deans of all faculties identified using the above method received, by mail, the information letter and survey and were asked to either fax back or to use the self-addressed, stamped envelope to mail their completed responses to the address provided. Three email follow-ups were conducted. The first follow-up took place three weeks after the initial mailing. The second follow-up was eight weeks after initial mailing and a final email follow-up was sent at twelve weeks. Each email contained a copy of the information letter and survey instrument. Deans were strongly encouraged to have their faculty represented in this national survey.

For two important reasons, the questionnaire mailed to the deans consisted of entirely quantitative questions. First, the deans' participation was intended to elicit information purely about written or stated policies regarding specific promotion criteria within their faculty. Second, a short quantitative survey was more likely to secure a higher response rate from faculty deans. This was an important practical consideration.

Promotion Committee Members

In addition to the deans, faculty or departmental PCM were surveyed in order to elucidate information about current practices in university departments. This allowed for a

comparison between the stated policies provided by the deans and the actual practice within the departments as outlined by the committee members.

Whenever possible, one PCM within each of the faculties above was identified. These were divided into two groups. Stratification of the PCM was conducted in a purposive fashion to represent diverse promotion committee structures and different faculties (ascertained through phone calls to the faculties). Just over half of the PCM (n=35) were selected to receive a mail survey asking about actual practice in the department and the remainder (n=28) were asked to participate in a telephone survey. Follow-up procedures for those receiving the mail survey were identical to those of the deans.

Phone Interviews

PCM[2] who were selected for a phone interview received a similar mail package to those receiving a mail survey. However, beginning one week after the survey was sent,

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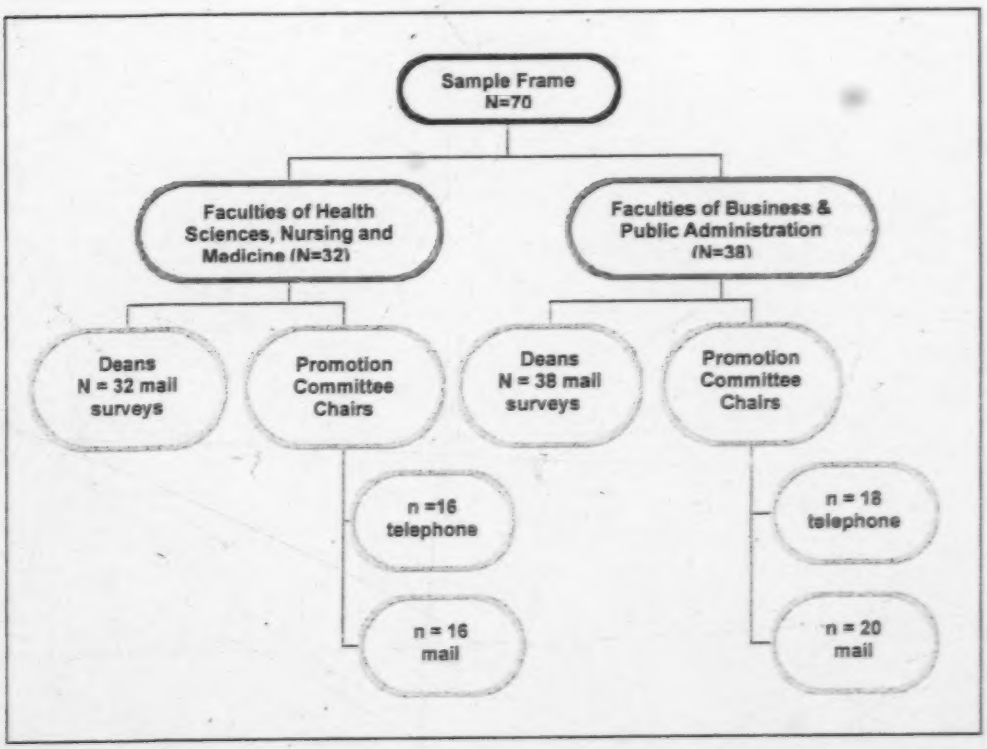
[2] The original study was conceived with the intention of surveying the chairs of faculty promotion committees. When the individual faculties were contacted however, it became clear that in many faculties the dean of the faculty chairs the promotion committee. In other faculties, there are multiple chairs and several committees. At some universities, promotion and tenure decisions are made by a university-level committee. Consequently, when these special circumstances existed, a decision was made to survey a member of the promotion committee, not necessarily the chair. Figure 3.1 however, indicates that the chairs were be surveyed.

repeated attempts were made to contact these individuals by phone. After six weeks, a follow-up email was sent once again encouraging participation in the survey. In addition, attempts were made to contact the individuals by phone in order to set up an interview time/date. For those who could be reached, and agreed to participate, telephone interviews were conducted by the principal investigator and were audio-taped and transcribed for analysis purposes.

Figure 3.1 illustrates the original study design. The telephone survey questionnaire contained both the quantitative and qualitative component (i.e., section three of the survey was added to the telephone survey).

Figure 3.1 Sample Frame and Study Design



3.8 Methodological Limitations

Quantitative versus Qualitative Data

The strength of quantitative questionnaires is that they ask an identical list of questions in a set sequence of all survey participants. This results in the collection of standardised data among a large group of participants and allows for individual or group comparisons and statistical [illegible] across a number of variables of interest. The inherent weakness of this type of data however, is that the standardisation of responses offers little room for elaboration or clarification (Okolo, 1990).

The majority of the data collected for this study was in the form of a 27-item inventory where responses were given on a five-point scale. While this might be viewed as a methodological weakness, in this study the advantages of this methodology outweighed the potential threat to reliability and validity. Further, several important measures (described below) were taken to minimise this threat.

One advantage of this type of inventory is that it allows for relatively quick completion of the questionnaire. The sample frame in this study comprises busy university administrators with multiple and competing demands on their time. Providing a short inventory, which could be completed in a fairly expedited manner was pivotal to ensuring a reasonable response rate. Further, most of the items in the inventory fit into the categories of research, teaching, and community service: the standard triad of activities

leading to promotion. Deans and PCM should be very familiar with these activities and their relative weighting according to written criteria or practice in the department.

Section two of the survey, which was given to all participants, was meant to allow respondents to comment on the larger picture with respect to promotions at their university. Providing an overall scenario in addition to the individual items on the inventory, prompted respondents to consider how differing individuals might actually fare under their faculty's current promotion system. The scenario coupled with the inventory items, allowed for further comparison.

Finally, the semi-structured qualitative phone interviews undertaken with promotion committee members took place at the end of the data collection period; these were included primarily as a safeguard in order to ensure that the investigators had the broadest possible understanding of promotion practice in university faculties with respect to interdisciplinary and KT/KU research. The study objectives relating to political climate and promising developments were also to be addressed by the phone interviews.

Social Desirability Bias

The issue of faculty reward systems and promotion criteria is wrought with controversy and very political in nature. Presumably, university and faculty administrators would like to be regarded as progressive and fair in their practices. The potential for a bias toward socially desirable responses was taken into account when designing this study. If a social desirability bias were to emerge, it would likely be on the scenario question.

Comparison of the response to the scenario with the inventory items was one method of controlling for this. Also, anonymity of responses was assured to all participants both in the information letters, and over the phone for those who were interviewed, in the hopes of eliciting the most honest and accurate data.

Generalisability

Another limitation of this study design is that the generalisability of findings is limited to only the faculty types under study. Again, this reflects the decision to conduct a smaller preliminary study to bring overt attention to this issue to those who make decisions about promotion and tenure in Canadian universities. The researchers are hopeful that this study will lead to future research to assess promotion criteria and practices in all academic faculties and departments.

3.9 Data Management

General

A preliminary Microsoft Excel spreadsheet was created with faculty addresses and information on the deans. As the amount of information grew, a Microsoft Access database was created to manage the participant information and facilitate the mailing and follow-ups.

Quantitative

Individual names were never linked to the surveys. Each individual in the sample was assigned an identification code and this is how the surveys were mailed out and entered first into Microsoft Excel and later into SPSS for analysis purposes. Once entered in SPSS, the data were verified for accuracy against the hard copies of surveys. Any mistakes in data entry were corrected. The completed surveys are now stored in a locked filing cabinet at the University of Alberta. The CHSRF, the study sponsor, also has a copy of the aggregate data in a password protected file. This data will not be accessed by anyone without approval from the principal investigator on this study.

Qualitative

Four of the seven interviews were transcribed by a research assistant into individual, coded, Microsoft Word files. During two interviews, the tape recorder failed and detailed notes were taken of the discussion. The final interview, conducted well after the study period had ended, was audio-taped but not transcribed, as it had already been decided that a detailed thematic analysis would not be performed on this data. The four transcripts were verified for accuracy by the principal investigator and the five audio-taped interviews are now stored in a locked filing cabinet at the University of Alberta. The existing transcripts, the audio-taped interview, and the interview notes were reviewed by the principal investigator and where possible, this information was used to supplement the quantitative results reported in chapter four.

3.10 Ethical Considerations and Implications

In January of 2003, the Health Ethics Research Panel B granted final ethical approval for this study. Ethics approval necessitated that survey recipients receive a detailed information letter along with the survey package. This information letter varied only slightly for deans and promotion committee members receiving the mail survey and is found in appendices 8-11. The information letter for those asked to participate in the telephone survey was necessarily more detailed. A copy of these letters is found in appendices 12 and 13.

The study was sponsored by the CHSRF and this was outlined in the information letter. In addition, contact information for the Investigator and the Associate Chair of the Department of Public Health Sciences at the University of Alberta were also provided. Potential participants were assured that their responses to the survey would be kept anonymous and that in no way would their individual responses ever be linked with participation in the study.

Concern about coercion to participate in the mail survey was minimal. Deans and promotion committee members received mailed surveys with email follow-up. For those asked to participate in the telephone surveys, explicit verbal consent was obtained by the investigator before beginning the survey. This consent was obtained before audio-taping began and again once the tape recorder had been turned on.

The sample for this study was not a particularly vulnerable population. On the contrary, university deans and faculty are quite familiar with the research process. However, given the sensitive nature of this issue in university faculties, absolute anonymity needed to be assured in order to both protect the individual participants and secure their participation.

3.11 Dissemination of Study Findings

A number of outlets are planned for the findings of this study. First, the aggregated results of the study will be provided to all of the survey participants in the form of an executive summary and highlights page. The results of this study are also expected to lead to the publication of at least one peer-reviewed journal article. The CHSRF will publish study findings on their website and disseminate the results through their monthly newsletter Links.

In addition to these traditional outputs, the principal investigator and study sponsor are interested in bringing considerable national attention to these study findings. As an influential force in university administration, the major Canadian granting councils will be approached by the study sponsor in an attempt to build a coalition to further study and make in-roads on this issue within universities. Also, influential nation-wide organisations such as the Association of Universities and Colleges of Canada, will be made aware of the study findings in order to meet the study objective of raising awareness and working towards change.

CHAPTER 4: ANALYSIS & RESULTS

4.1 Introduction

The purpose of this chapter is to describe the types of analyses used to interpret the study data, as well as, the outcomes of these analyses. With the exception of the initial description of sample characteristics, the analyses and results are presented according to the individual study questions outlined in chapter three. All descriptive statistics and bivariate analysis was conducted using the SPSS statistical software package.

4.2 Sample Characteristics

Survey Response Rate

Of the 70 faculty deans approached, 47 (67%) returned the survey. Given the multiple time demands on faculty deans, this response rate was considered favourable. Of the 63 members of promotion committees for whom contact information was obtained, 32 (51%) responded to the survey request. A number of possible reasons exist for this lower response rate. First, unlike the faculty deans who were identified using the AUCC directory, members of promotion committees were identified by calling the faculties in the sample frame. In some instances the contact person at the faculty was not sure who would be the best person to survey. Despite clarification of the type of person the

researcher was looking for, this may have led to identification of a less than ideal candidate in some instances.

Also, at some faculties, staff members were reluctant to give out any information about faculty. In some cases, a more detailed explanation of the study was sufficient; however, at a few faculties the admin staff would not disclose any information. When this occurred a compromise was struck and the survey was sent to the admin person, who was asked to pass it on to an appropriate departmental or faculty promotion committee member. Introducing this "middle man" into the process may have had an impact on the response rate as well.

The most probable explanation for the lower response rate in the promotion committee group is that of the 63 survey requests sent only 35 were mail surveys and the remaining 28 were requests for a phone interview. As is discussed in the following section, the uptake for phone interviews was very poor. This undoubtedly lessened the overall response rate for PCM and resulted in a total of 32 PCM respondents out of a possible 63.

Interview Response Rate

Despite the researcher's persistent attempts at contacting the individuals targeted for telephone interviews via both phone and email, the response rate was extremely poor. Out of 28 requests, only seven interviews were completed. This was the case even after the study period was extended. Of those individuals who were reached, the majority indicated that they were not interested in participating, either because they were too

busy or because they did not wish to discuss the promotions process at their faculty. Two individuals who set up interviews were not available when the researcher phoned at the pre-arranged time. Neither individual responded to a request to reschedule. Two of the individuals who received a request for a phone interview, mailed or faxed the survey back with some commentary. Of the seven interviews that were conducted, three were from faculties of nursing, two were from business faculties, and two were from faculties of health science and/or medicine. In a final attempt to increase response rate, an email was sent to encourage those who would not participate in an interview to return sections one and two of the survey by email. For the purpose of analysis, all promotion committee members who submitted the written portion of the survey were grouped together (n=32).

Respondent Characteristics

Table 4.1 summarises the sample characteristics of the study participants. Of the 79 total respondents, 41 (52%) were from faculties of business or public administration. Thirty-five (44%) were from faculties of health science, medicine, and nursing. Two respondents (3%) were not from faculties in the original sample frame[3]. One respondent

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[3] Phone calls to individual faculties revealed that at some universities there is no departmental or faculty promotion committee. At these universities, promotion decisions are made by a university-wide committee, often chaired by the Vice-President Academic. These individuals also received a survey.

(1%) returned the dean's survey but removed the numerical code containing the information about the faculty type. This survey was included in the overall analyses; however, aside from language, the faculty type and province of origin were not known. With the exception of the overall analysis, it was excluded as a missing case.

Table 4.1 Respondent Characteristics

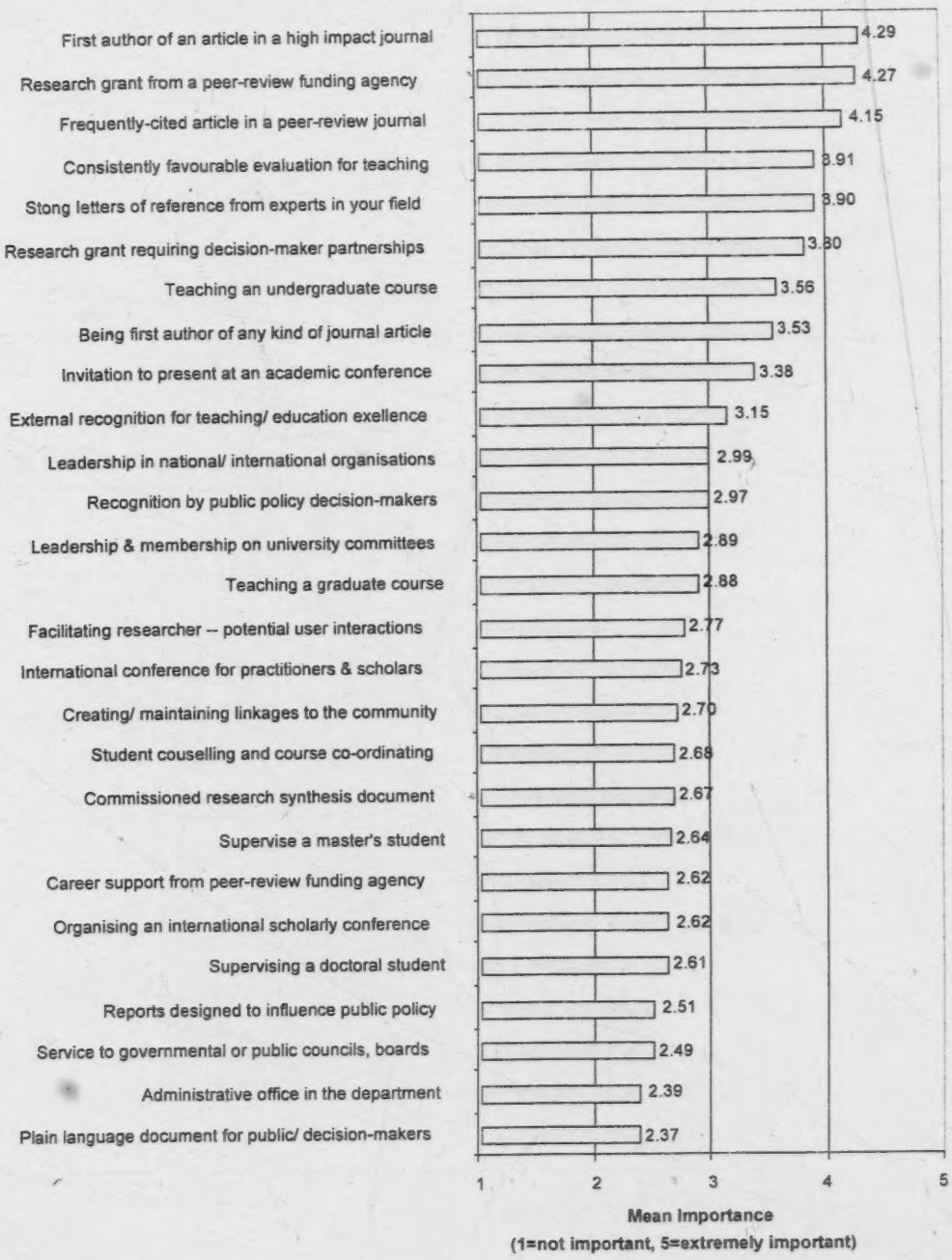
Characteristic	N	%
Respondent Type		
Dean	47	59%
Promotion Committee Member	32	41%
Faculty Type		
Business	41	52%
Health Science & Medicine	35	44%
Other	2	3%
Missing	1	1%
Language		
English	70	89%
French	9	11%
Province of Origin		
Brisitsh Columbia	8	10%
Alberta	10	13%
Saskatchewan	5	6%
Manitoba	2	3%
Ontario	30	38%
Quebec	12	15%
New Brunswick	3	4%
Prince Edward Island	1	1%
Nova Scotia	4	5%
New Foundland and Labrador	3	4%
Total	**79**	**100%**

Thirty (38%) of the respondents were from universities in Ontario. This proportion was slightly elevated based on the fact that Ontario universities occupied approximately 30% of the sample. The remainder of response rates by province were largely in agreement with their portion of the sample. The second largest proportion of respondents came from Quebec with twelve (15%) of respondents. Alberta and British Columbia followed with twelve and ten percent respectively. The remainder of the provinces were below ten percent. The proportion of Francophone respondents was slightly less than the expected 16%. Nine (11%) of the French surveys and 70 (89%) of the English surveys were returned.

Overall Mean Rankings

Figure 4.1 presents the mean ranking on inventory items for the entire group of survey respondents (n=79). The traditional items are largely clustered at the top of the list, whereas the non-traditional items are found predominantly towards the bottom of the list. Being the first author of a high impact journal article was rated most important overall (mean = 4.29). The least important item according to the deans and promotion committee members combined was producing a plain language document for the public or decision-makers outside the university (mean = 2.37).

Figure 4.1 Mean Importance Rankings for All Respondents



4.3 Primary Determinants of University Promotion

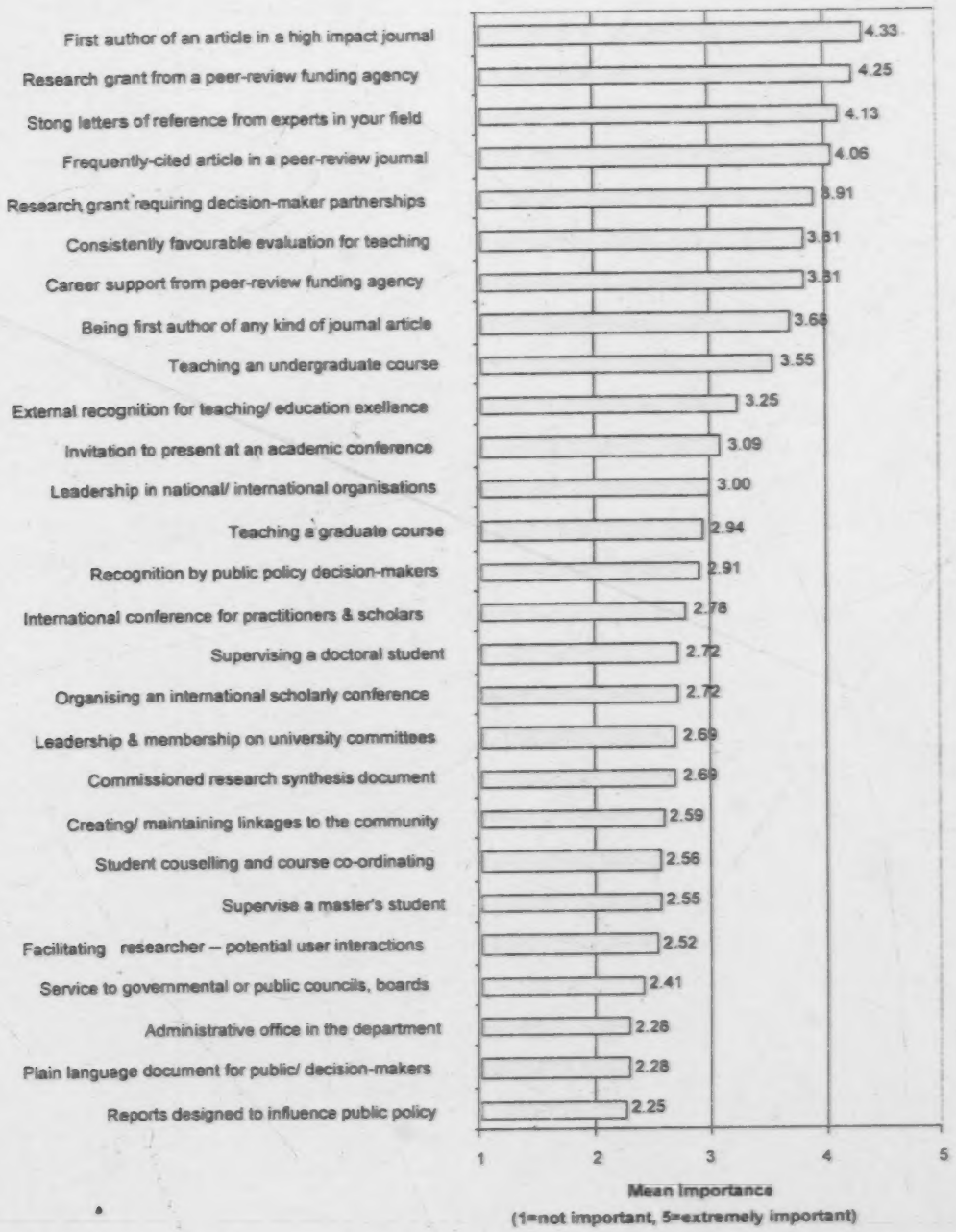
Analysis

This section addresses question one of this study. That is: *What are the primary determinants of promotion for university professors identified by members of departmental promotion committees?* Several measures were used to address this question. First, promotion committee members' mean importance rating for each inventory item were calculated. Second, paired samples t-tests were conducted comparing means for traditional (8) versus non-traditional (8) criteria. As a further means of ensuring that the two reviewers' categories were appropriate, reliability analysis was performed using an alpha test to measure the degree of internal consistency between traditional and non-traditional survey items. For the traditional research outputs grouping, the alpha test revealed a .7537 measure of reliability. For the non-traditional grouping, the reliability score was .8935. This indicates that there is a considerable degree of internal consistency for items in the traditional and non-traditional groupings. Third, the percentage of respondents in each category for the scenario question was calculated as a measure of the overall chances of promotion for a given faculty member.

Results

Figure 4.2 presents the mean rankings of the inventory items by the members of university promotion committees.

Figure 4.2 Mean Importance Rankings by Promotion Committee Members



As the literature suggests, items related to publication in peer reviewed journals and receipt of peer reviewed research grants were given the highest measure of importance for achieving promotion in the faculties under study. Items related to teaching and community service filled the mid range for importance, and items relating to research in collaboration with decision-makers or government and dissemination of this research, were given the lowest mean scores of importance. Scores ranged from 4.33 for being the first author of an article in a high impact journal to 2.25 for producing a report designed to influence public policy. Consequently, being the first author of an article in a high impact journal falls in between very important and extremely important in terms of promotion, whereas producing a report intended to influence public policy is only slightly better than somewhat important for promotion in the faculties under study.

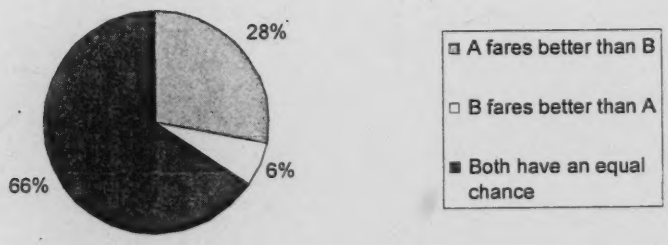
The second measure used to evaluate the relative importance of promotion criteria was a paired t-test comparing the promotion committee members' mean rankings of the traditional and non-traditional research outputs on the inventory. The paired t-test revealed a statistically significant difference between the mean importance of traditional and non-traditional (mean = 3.76 and 2.74 respectively) research outputs for promotion with an alpha level of .001 ($n=32$, $t=10.419$, $p<.000$, 99.9% C.I.6603 – 1.3676).

In addition to the 27-item inventory, Section two of the survey was a scenario question asking promotion committee members to compare two different candidates. According to the scenario, both candidates had made equal contributions to teaching and community service. The candidates had equivalent research productivity and only the nature of

their outputs differed. Faculty member A's research was primarily concerned with developing theory and knowledge in a particular discipline and this person's research output was directed at her or his disciplinary peers. Faculty member B also conducted research in a disciplinary area, however, this candidate had made "major additional commitments" to seeing their research disseminated to, and used by practitioners and policy makers.

Respondents were asked to compare how each candidate would fare under their faculty's current promotion system. Figure 4.3 illustrates how the PCM rated each candidate's chances.

Figure 4.3 Percent of Promotion Committee Members in Each Response Option



The dominant response to this question was that both candidates would have an equal chance of being promoted. In light of the considerably greater importance accorded to the individual inventory items related to the traditional researcher's output, this is an

interesting finding. When the socially desirable response (equal chance of promotion) was excluded from the analysis, the traditional candidate was nearly five times more likely to be promoted. This finding is more on point with what the analysis of the inventory revealed about the importance of peer reviewed publication and grants.

4.4 Stated Promotion Criteria

Analysis

This section addresses question two of the study. That is: *What are the stated promotion criteria? As measured by written documents and communication with faculty deans.* The inventory given to the deans was identical to that of the PCM with the exception of the initial instructions. Whereas the PCM were asked to rate the items based on their importance to the promotion committee's decision in their faculty, the deans were asked to rate the importance of each item according to their faculty's written promotion criteria. This difference was intended to allow for the comparison of deans and PCM and to identify any discrepancy between stated or written promotion criteria and actual practice. The survey instruments are found in appendix 1-6.

As with the previous study question, the mean importance rating for each inventory item was measured. Again, a paired samples t-test was conducted comparing means for traditional promotion criteria versus non-traditional criteria and the scenario question was also analysed in the same manner for the deans as for the PCM.

Results

Figure 4.4 presents the mean rankings of the inventory items by the deans in the sample. As with the promotion committees, items related to traditional research output are clustered toward the top of the list. Obtaining a research grant from a peer review funding agency and publishing high impact journal articles were rated highest at 4.28 and producing a plain language document for the public and decision-makers scored the lowest according to written promotion criteria (mean = 2.43). Though deans and promotion committees produced a similar list, the non-traditional items did not cluster as tightly at the bottom on the deans' list. For deans non-traditional items appear to be intertwined with community service items[4].

The paired t-test comparing deans' mean rankings of research outputs revealed a statistically significant difference between traditional and non-traditional output in written promotion criteria (mean = 3.71 and 2.88 respectively) with an alpha level of .001

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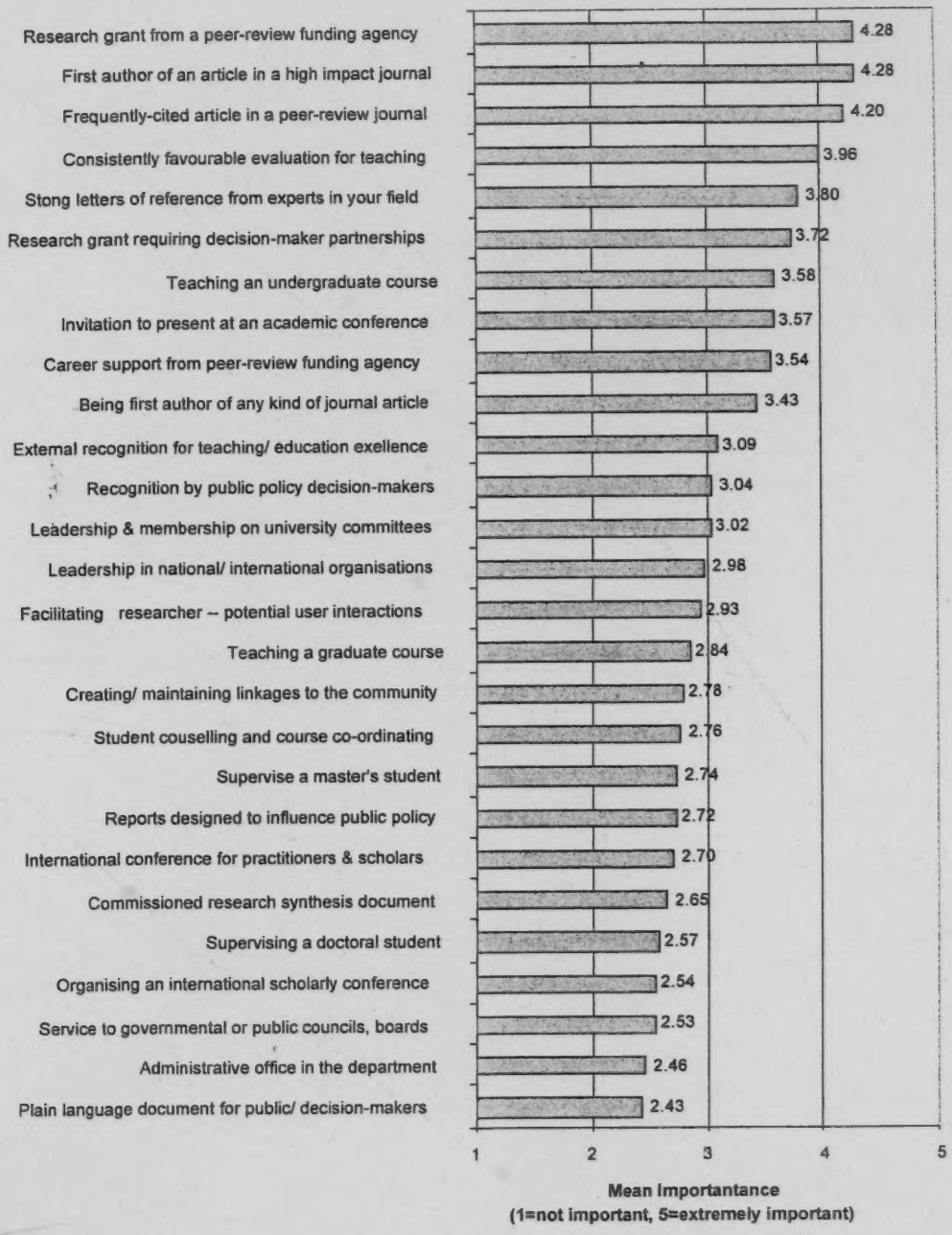
[4]A literature-driven hypothesis that non-traditional research outputs fare better according to written criteria than in actual practice was tested by comparing the deans' and PCM' inventory rankings in an independent sample t-test; the difference between the two groups did not achieve significance at the 0.05 alpha level.

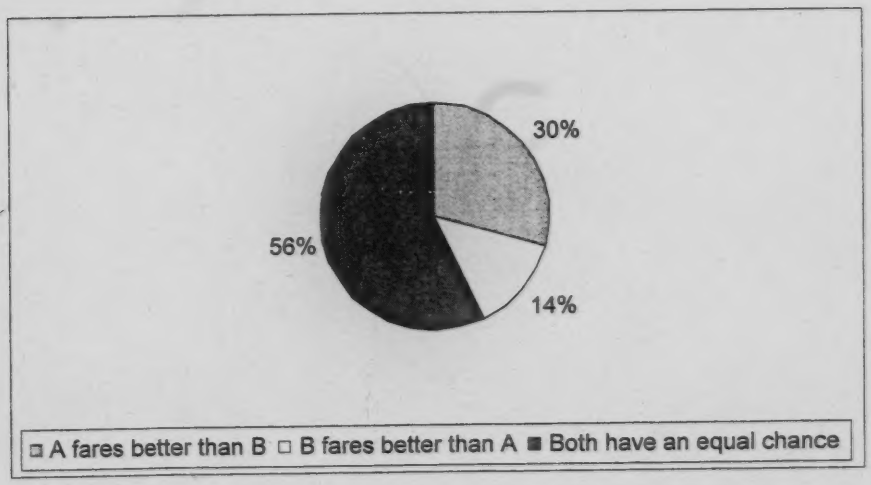
(n=46, t=11.475, p<.000, 99.9% C.I. 0.5778–1.0891). As was found with the PCM, deans gave traditional promotion criteria a higher mean ranking of importance.

Figure 4.4 Mean Importance Rankings by Deans



In response to the scenario question the majority of deans (56%) also stated that both candidates had an equal chance of promotion. Again, this is illuminating given the significantly greater measure of importance accorded to the traditional inventory items. With respect to the traditional and non-traditional candidates however, the deans still gave the traditional candidate a higher chance of being promoted (30%); however, unlike the PCM who chose the traditional candidate five times more often, 14% of the deans stated that the non-traditional candidate had a greater chance of being promoted. Consequently, according to the deans surveyed, the traditional candidate was only two times more likely to be promoted (as compared to five times for the PCM). Again this would imply that perhaps written criteria are not followed in actual practice, or that deans and PCM have differing ideas about who gets promoted. The proportion of deans selecting each scenario option are illustrated in Figure 4.5

Figure 4.5 Percent of Deans in Each Response Option



4.5 Political Climate

Analysis

This section addresses question three of the study. That is: *What is the political climate surrounding this issue? (i.e., the degree of support for and/or resistance to change to the current practice).* This question was to be answered largely through qualitative analysis of the phone interviews with members of university promotion committees; however due to the extremely low uptake of interview requests and the relatively poor quality of several interviews, a detailed qualitative analysis was not available to respond to this objective. Nevertheless, based on informal discussion with faculty members, and some of the interviews that were conducted, some degree of informed response to this question is provided below.

Results

First, though the abysmal response rate for the interviews was very disappointing, it was also informative. Of the 28 PCM who were approached regarding a phone interview, only seven interviews were ultimately conducted. When contacted, several individuals indicated that they did not want to speak to this issue on the record and that most faculties were very guarded about their promotion and tenure practices. Second, the uptake for the mail surveys was much higher. This may reflect not having 20-30 minutes to speak with the researcher, but may also be indicative of a real desire to remain anonymous. Third,

several of those agreeing to be interviewed did so reluctantly and only after considerable assurance that they would not be linked to their comments and their faculty would not be identified in any way.

The interviews that were conducted revealed that the issue of revising promotion and tenure criteria is on the radar screen at many universities. Most of the interviewees indicated that their faculty was actively undergoing, or had recently undergone discussions about revising promotion criteria. One participant described the ongoing process of defining research excellence in their faculty and the debate associated with setting parameters around the term. Another participant outlined some issues that have been raised regarding the relative weight given to teaching, community service, and research and made the following comment regarding different types of research:

> Well, sometimes applied researchers or applied outlets are regarded not to be top quality and therefore [that] raises some issues - you know, how much weight one could give to these kinds of activities or these kinds of publications.

This idea was further elaborated by another participant who indicated that increased recognition of "application-oriented outlets" might not be viewed favourably from within or outside of the faculty:

> You can say application orientated outlets, you know, giving them more weight than they would usually get…some resistance from both sides. Because

quality oriented people would say, well, these outlets don't really give us very much academic standing, so there could be those kinds of discussions.

Interestingly, one interview participant stated that a considerable degree of resistance to university-wide change of promotion criteria had come from the faculty association. When the interviewer probed, the respondent stated that the faculty association was generally resistant to change.

A question about dissemination of partnership and interdisciplinary research, led to the following exchange:

> Interviewer: So, would there be an expectation that they would then share their findings with the study group in some way?
>
> 2039: Yes. Yes, with the public. Yes.
>
> 2039: There would be an expectation but nobody is there to monitor that.
>
> Interviewer: And that's not taken into account really in the promotion dossier?
>
> 2039: No. Unfortunately, what is taken into account more is their presentations of their research at academic forums.

These discussions support the survey data that traditional research output is more highly regarded in the faculties under study.

The subjective nature of the promotions process was also addressed. One participant mentioned that if the committee evaluating you, or an individual member does not like your work or its outputs, this may negatively impact your chances for promotion.

In response to questions about the types of changes that were occurring, most of the interview participants seemed encouraged about the momentum and the types of changes being made to faculty promotion policies. In fact, one respondent noted:

> I'm not speaking officially, but I suspect that the other kinds of non-traditional research will begin to receive more importance and a little more respect than has been in the past, simply because of a response to society.

In summary, the small number of interviews conducted, precludes substantive conclusions about the political climate (i.e., the degree of support for or resistance to change). However, based on the reactions of many approached for an interview, and the informal responses of several individuals, as well as, the information that came from the interviews, a reasonable conclusion is that there is currently considerable debate occurring within academe over what constitutes quality research and dissemination activity.

4.6 Promising Promotion Criteria

Analysis

This section addresses question four of the study. That is: *Are there some university departments where the outputs of interdisciplinary and user-oriented research have been incorporated into written promotion criteria? Have these been successfully put into practice?* Again, this question was to be answered primarily on the basis of the interviews and documents provided by the interviewees. As a result, there is less information available to respond to this question than was originally planned. Some interviewees did provide insight into this question and supporting documents. This limited insight into revised and/or innovative promotion criteria is discussed below. With respect to how these are working in actual practice however, little is known at this time.

Results

Of the seven respondents that were interviewed, six indicated that their faculty and/or university were currently engaged in a debate about redefining promotion criteria. Based on the information provided by the interviewees, the most common move toward restructuring faculty reward systems appears to be the redefinition of the word scholarship. The first step toward increasing the recognition of non-traditional research outputs appears to be broadening the definition or scope of scholarship to include non-

traditional and partnership research. Consequently, originality, impact, and relevance are finding their way into more inclusive definitions of what constitutes scholarship.

In addition to redefining the term, one referred document elaborated significantly on the components of the broader definition of scholarship. In an attempt to properly recognise the processes and products of non-traditional and user-oriented research, one university initiated a new domain of scholarship: Creative professional activity (CPA) differs from traditional academic achievement in that it is designed to recognise a researcher's impact on professional practice, the public and/or policy-makers. Though this category of achievement may overlap with other research and teaching, it is meant to reward a prolonged contribution to an academic discipline which may otherwise go unrecognised. According to the document, CPA may involve a wide variety of products, including government reports, organisational structures linking the academy to the community, or documents aimed at transferring knowledge to users of research.

The three main categories of CPA are: influencing health or social policy; using the humanities to expand understanding of the field and its relevance to society; and developing and implementing innovative service delivery or education programs. Criteria for evaluating CPA are quality and impact. Benchmarks for achieving promotion are the same (i.e., innovation/excellence and national/international recognition), however, the evidence and measures of impact are necessarily different. For example, a measure of public response may be necessary for documenting the impact of CPA.

4.7 Comparing the Faculties

Analysis

This section addresses question five of the study. That is: *What are the similarities or differences in promotion criteria between the faculties under study?* Survey data from faculties of health science and medicine and faculties of business were compared in order to determine if the mean importance rankings of the traditional and non-traditional criteria differed, as well as if the responses to the scenario questions differed. An independent samples t-test and a Fisher's exact test were performed to speak to this objective.

Results

The independent samples t-test revealed a significant difference between faculties of health science and medicine and faculties of business on their ratings of traditional versus non-traditional promotion criteria. Faculties of health science rate the non-traditional inventory items higher in importance than the business faculties (means = 2.99 and 2.66 respectively) with an alpha level of .05 ($t= -2.058$, $p<.043$, 95% C.I. -.667– -.011). Differences in mean scores for traditional research outputs approached significance at the .05 alpha level ($t= -1.97$, $p<.055$, 95% C.I. -.523 - .006; HS mean = 3.86, Bus mean = 3.60). These results may indicate that faculties of health science and medicine had a tendency to give higher overall ratings of importance to all of the inventory items.

In response to the scenario question, some interesting differences were observed. In faculties of business, 19 (46.3%) respondents chose the traditional candidate for promotion, three (7.3%) chose the non-traditional candidate and 19 (46.3%) gave both candidates and equal chance of promotion. In faculties of health science and nursing three respondents (8.6%) chose the traditional candidate for promotion, five (14.3%) chose the non-traditional candidate and 27 (77.1%) gave both individuals and equal chance of promotion.

The Fisher's exact test was performed in lieu of a chi-square analysis to determine if faculties of health science and business were statistically different on the scenario question[5]. The response option of equal chance of promotion was removed and the two faculties were compared based on the preference for a traditional or non-traditional candidate. In the faculties of business 19 (86.4%) indicated that the traditional faculty member has a greater chance of promotion versus three (13.6%) choosing the non-traditional faculty member. In faculties of health science, medicine and nursing, three (37.5%) selected the traditional candidate and 5 (62.5%) selected the non-traditional candidate. The Fisher's exact test showed a significant difference ($p<.016$) between the groups. The respondents in business categories indicated that the traditional candidate

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[5] The Fisher's exact test is sensitive to small counts in certain cells, whereas, the chi-square test is not.

had a greater chance of promotion significantly more often than the health sciences and medicine respondents.

4.8 Summary of Results

The response rate for the study was 67% for the deans and 51% for the PCM. For both the deans and PCM, the traditional research outputs were rated significantly higher than the non-traditional outputs. In response to the scenario question, the majority of both the deans and PCM indicated that the traditional and non-traditional candidate had an equal chance of promotion. When this response option was excluded, both the deans and PCM gave the traditional candidate a better chance of being promoted. The PCM stated that the traditional candidate had a better chance of being promoted five times more often. The deans indicated that the traditional candidate would fare better twice as often.

The rate of uptake for the interviews was very poor. Only seven interviews were completed. This response rate combined with the poor quality of several interviews precluded a detailed qualitative analysis. The information that was available indicated that people were reluctant to discuss the issue of promotion in their faculty. Most of those that were interviewed indicated that application-oriented research outputs are not viewed as highly as traditional research outputs; however, there was some discussion in their faculty about redefining scholarship. In terms of examples of innovative promotion criteria, only one concrete example was referred to the researcher. Nevertheless, due to

the poor response rate for the interviews, it is altogether possible that more innovative and/or exemplary criteria have been implemented in some university faculties.

CHAPTER 5: DISCUSSION, IMPLICATIONS & RECOMMENDATIONS

5.1 Introduction

The survey of faculty deans and members of promotion committees produced several interesting and significant findings. The purpose of this chapter is to interpret these results, address the limitations of the study, and to discuss the broader implications of this research. The final section of this chapter provides some recommendations for future work in this area.

5.2 Discussion

Promotion Committees – Actual Practice

Members of promotion committees were surveyed in order to tease out the relative importance of different types of research output in faculty promotion decisions. The 51% response rate for the PCM was considerably lower than for the deans; however, this is likely due to the low uptake for telephone interviews.

As the literature suggested, traditional research outputs such as high impact peer-reviewed articles and grants, were given the highest measures of importance in the inventory question. Conversely, items related to working in collaboration with

decision-makers, government and the public were rated least important. What makes these results particularly interesting is the PCM responses to the scenario question. According to 66% of those who responded, both traditional and non-traditional researchers have equal chance of promotion in their faculty. Based on the results of the inventory items, however, this seems unlikely. This may reflect an unrecognised bias toward the traditional candidate or an inclination to provide a socially desirable response on the scenario question. In fact, when the "equal chance" response option was excluded, the PCM gave the traditional candidate a better chance of promotion five times more often. Consequently, it appears that the processes and products of interdisciplinary and KT/KU research are not regarded as highly in the faculties under study as the outputs of traditional discovery research. Not only are the two weighted differently, the significance level and the response to the scenario question indicates that the gap is likely quite large.

Deans - Written Promotion Criteria

In contrast to the PCM, deans were surveyed in order to document the relative importance of different activities according to the faculty's written promotion criteria. The relatively high response rate of 67% may indicate that this issue is of increasing relevance, and is catching the attention of the deans in the faculties under study.

As with the PCM, the deans rated the traditional promotion criteria significantly higher than the non-traditional promotion criteria. Unlike the PCM however, the deans' importance ratings for the non-traditional criteria did not seem to cluster as tightly at

the bottom of the list. It appears that for the deans, the non-traditional research outputs are fairly closely intertwined with community service activities in terms of importance. As the literature suggests, this may indicate a tendency for work with decision-makers, government, and community groups to be viewed as community service, rather than scholarship or research activity. In reality, community service activities and user-oriented research are two distinct types of academic work.

Another interesting finding, however, is that for the scenario question (when the equal chances response was excluded) the deans endorsed the traditional candidate only twice as often as the non-traditional candidate. This result stands in sharp contrast to the PCM who stated that in actual practice the traditional candidate is promoted five times more often. This finding may be based on a difference in perception between deans and PCM, similar to that which was documented in the literature, or may reflect a real difference between stated policy and actual promotion outcomes.

Comparing the Faculty Types

Comparisons between the faculty types in the study also revealed significant differences. The sample frame for this study was selected based on the assumption that faculties of health science and business, which conduct a considerable amount of non-traditional research, would be more progressive than several other disciplines and consequently, would illustrate the best case scenario for promotions in Canadian universities.

In order to test this assumption, the faculties of health sciences, medicine, and nursing were grouped together, and faculties of business and public administration were also grouped and analyses were conducted to compare the two groups. The analyses showed that the faculties of health science medicine and nursing rated the non-traditional research outputs as significantly more important than the business and public administration faculties. The comparison for the traditional research outputs also approached significance.

These results indicate one of two possibilities. First, it is conceivable that the health science, medicine and nursing faculties gave higher overall rankings of importance to all of the inventory items. This would indicate that the significant differences observed are purely artefact. However, based on the observed differences in scenario responses, this seems unlikely. A comparison of traditional versus non-traditional endorsements for the scenario, showed that faculties of business and public administration favoured the traditional candidate significantly more often than the faculties of health science, nursing and medicine. These findings suggest that faculties of health science, nursing and medicine give significantly more weight to non-traditional research outputs than do business faculties.

The existing literature on promotion and tenure provides a possible explanation for the observed difference between the faculties. Most of the research studies that were published on promotion criteria came from faculties of medicine and other health professions. This was due to the increasing numbers of clinical faculty in academic

medical centres. Clinical faculty in the health sciences were, by and large, the first to speak out about the limitations of traditional promotion criteria and begin the move toward revising these criteria. Consequently, it is not surprising that the medical, nursing and health sciences faculties might be more aware and/or more progressive about recognising the processes and products of faculty members with different types of orientations.

Political Climate

Due to the small number of interviews that were conducted, a detailed qualitative analysis was not performed as achieving saturation was impossible. As a result, the information on political climate that was available had to be gleaned from the few interviews that were conducted, as well as the literature, and informal discussions with faculty at several universities.

The literature indicated that for years there was a conspiracy of silence surrounding promotion and tenure decisions and that people were reluctant to publicly criticise the system for fear of jeopardising the progress of their own careers. Based on the low rate of uptake for the phone interviews and discussion with several faculty members, it is reasonable to conclude that some degree of trepidation still exists around faculty promotion structures. Further, those individuals that were interviewed unanimously indicated that peer-reviewed publication and peer reviewed grant money is the pivotal

and essential component of their faculty reward structures. Non-traditional research output is not considered nearly as favourably.

The increased amount of published literature however, coupled with the finding that some faculties are actively engaged in the process of redefining scholarship, is very encouraging. Several of the interviewees indicated that their faculty or university was currently revising, or had recently revised, promotion practices to make the appraisal of non-traditional outputs more straightforward and the entire process more transparent.

A Step in the Right Direction

One exemplary new promotion criteria was identified through the phone interviews. Creative professional activity is a relatively newly defined component of scholarship which has been incorporated into promotion policies and practice in at least one Canadian university. CPA is intended to recognise impact on professional practice, policy-makers, or the public. The processes and products of CPA are recognised as different from other forms of scholarship and a distinction is drawn between CPA and community service.

In addition to providing a platform for faculty to showcase non-traditional research, CPA also sets out guidelines for assessing this type of scholarship. This is an important consideration, as the literature has shown that one barrier to implementing more comprehensive promotion criteria is the heterogeneous nature of non-traditional research. Historically, promotion committees have inflated the importance of peer-reviewed publication partly because numbers of articles are easily quantified and the peer-review

process is regarded as a measure of quality. The provision of guidelines, for example seeking out reviewers in the government or assessing public impact of a document, has led to the apparently successful adoption of CPA as a dimension of scholarship. The long term integration and success of this criterion has yet to be assessed.

5.3 Study Limitations

Study limitations can affect the interpretation of results. While this study had some notable strengths, it is also had several limitations. This section addresses these limitations.

Sample Frame

A decision was made at the outset of this study to limit the sample to a small number of faculties in Canadian universities. This decision was in the interest of maintaining a manageable sample and conducting the survey in a reasonable time frame. Also, the inclusion of all faculties in the sample frame across the country was meant to provide a comprehensive national picture of promotions in faculties which conduct a considerable amount of non-traditional research. Since this was a pioneering study on promotion criteria in Canada, the researchers were interested in bringing attention to the issue and encouraging further discussion and research. These objectives however, led to a relatively small sample frame and this limits the generalisability of the results beyond faculties of health science, medicine, nursing, business and public administration.

Further, despite best attempts at reaching all of the faculties in the sample frame, it is conceivable that one or two faculties were excluded from the sample because they were not in the AUCC handbook. The exclusion of a very small number of faculties however, likely did not affect the results of this study.

Recruitment

The AUCC handbook was used to identify the faculty deans and this was a quick and accurate method of identifying potential participants. In order to identify the PMC however, the researcher contacted each faculty by phone and attempted to identify appropriate candidates. Unfortunately, this proved to be extremely complicated and frustrating. As gatekeepers for the faculty, many administrative staff would not release any information regarding faculty roles. Further, it is possible that some of the individuals identified were not the most appropriate candidate for the survey. As a consequence, the time taken to identify the PCM was much longer than originally anticipated and some surveys had to be sent care of an administrative assistant. This may have lowered the response rate. One possibility for minimising this difficulty in the future would be to survey the deans first and encourage them to refer an appropriate PCM. This however, would lead to a different set of limitations.

Interview Response Rate

The response rate for the interviews was very poor. This outcome precludes any firm conclusions based on the qualitative data. One possible reason for the low uptake of

interviews was that the people selected for an interview were approached out of the blue. This "cold call" in conjunction with the sensitive nature of the interview material definitely minimised the response rate. In future, one possibility is to send the quantitative survey to all participants and ask them to indicate if they would be willing to further discuss the promotions process at their faculty.

Quantifying a Subjective Process

A reasonable criticism of this study is that using an inventory with individual items to measure the complicated and often individualistic nature of faculty promotions may be problematic. First, while it is true that the inventory does not allow for elaboration on the relative importance of individual items or the particular considerations for each separate individual, the clustering of items according to traditional and non-traditional outputs and their significantly different ratings of importance across all comparisons, is a telling result. Second, the scenario question was included to allow respondents to comment on the broader picture of promotions in their faculty. Third, the interviews were intended to round out the picture and provide some qualitative detail about the promotions process.

Social Desirability Bias

Faculty reward systems have emerged as a controversial issue in universities over the past several years. Further, this study was sponsored by the CHSRF, an organisation which places a great deal of emphasis on KT/KU and partnership research. The information letter accompanying the survey, identified the CHSRF as the study

sponsor. This could conceivably have affected survey responses. In an attempt to be seen as progressive, and responsive to the CHSRF's mandate and/or societal considerations, some deans and/or PCM may have misrepresented the relative importance of certain criteria. The guarantee of anonymity was meant to encourage the most honest responses. With the exception of the scenario question, there is no evidence of a response bias.

5.4 Implications of this Research

The results of this research carry several implications for promotions practice in Canadian universities. The significant differences observed between traditional and non-traditional research outputs across all comparisons indicates that scholars interested in conducting research such as interdisciplinary or KT/KU work may face an uphill battle in the faculties that were examined. Nevertheless, the observed differences between faculties of health science and faculties of business, suggest that with increased awareness of the issue and persistent calls for change, the introduction and implementation of revised promotion criteria is possible. However, because it will require a realignment of traditional values and an attitudinal shift for many within the academy, real change could be painstakingly slow.

In order to realise this shift, change agents in the academy need to do more than just educate the faculty. Tierney (1999, p. 41) rightly points out that those who advocate for and promulgate change, need to understand the traditional culture of the academy and appreciate perspectives other than their own. Though it may seem idealistic, mutual

understanding of different types of research and an appreciation of their respective places in the academy would go a long way in alleviating the current stress in many faculties and departments. This could be accomplished in part by assuring a diverse representation of researchers on promotion committees. Further, providing faculty members with the skills necessary to properly document these types of research activities in a promotion dossier and giving the promotion committee members the necessary tools for interpreting this work, are two more important pieces of the puzzle.

Another important consideration is the need to not only incorporate new definitions of scholarship and promotion criteria into faculty policies and collective agreements, but also to ensure that these criteria are open to practical interpretation. CPA provides a good example of an innovative promotion criteria because it is both clearly defined as a type of scholarship and distinguished from other activities such as community service and teaching. Benchmarks and measures for assessing the quality and impact of CPA are also delineated in the document. When several academic medical centres in the U.S. attempted to implement Boyer's revised definition of scholarship, the main barrier they encountered was uncertainty about how to interpret and assess the different types of scholarship.

Several universities seem to be engaged in the process of redefining their mandate to become more responsive to societal needs, including governmental and community organisations. This is a step in the right direction but in order to deliver on this objective, individual faculties and universities as a whole will need to support and reward

scholars interested in pursing non-traditional, interdisciplinary or KT/KU forms of research. This will require significant work and in many cases, changes to faculty collective bargaining agreements, which is a significant undertaking.

Controversy about faculty reward systems is not unique to Canada; however, relative to the U.S., Canadian universities are in the unique position of receiving the majority of their research funding from the three main publicly-funded granting councils. These granting councils are increasingly shaping the research agenda by endorsing interdisciplinary research and decision-maker partnerships. While this is an encouraging development, the granting councils could also exercise their considerable influence with university administrators and shape not only the research agenda, but also the faculty reward process and political climate in the academy.

5.5 Recommendations for Future Research

This study represents a first step in documenting the state of faculty reward systems in Canadian universities. As was evidenced by the observed differences in the faculties in the study, there are likely considerable differences in policy and practice in different faculties. Future research should look at a broader number of disciplines. This would not only paint a more complete picture of the current situation in Canadian universities, but also might provide insight into promising practices in a particular discipline, which could be adapted to other disciplines.

Creative professional activity is an encouraging example of how to appropriately recognise different forms of scholarship in written promotion criteria. However, an interesting qualitative analysis would involve determining the impact of this criterion by evaluating how often it is used as a plank for promotion, the degree of acceptance of CPA as a form of scholarship, and any problems arising during its integration and implementation into practice.

Finally, a well-executed qualitative study addressing the current state of reward structures in Canadian universities is an important next step. Many faculty members and senior university executives have worked within the system for decades, and whereas some in the academy are resistant to change, a growing number of academics have a sincere interest in revising promotion criteria and many have vast knowledge and ideas about how to best accomplish this end. Tapping into this knowledge would provide potential solutions from those who know the academy best.

5.6 Conclusions

This study has documented that, within the university system, the processes and products of interdisciplinary, KT/KU, and other non-traditional research are not accorded the same importance as traditional peer-reviewed publications in academic journals. Despite the increasing public pressure for accountability and relevance of research outcomes, faculty reward structures act as a deterrent to many academics who are interested in pursuing

these types of work.

The results of this study have also documented that in faculties of health science, medicine and nursing, which were the first to speak out about this problem, some small attitudinal change is occurring and this may be finding its way into practice. This is an encouraging trend and suggests that the climate within academe is indeed ready for change; however, persistence and mutual respect will be pivotal to successfully changing attitudes and practice.

Pressure for changes to faculty reward systems needs to come from both within and outside of the academy. Within university faculties, change agents need to advocate for the development and implementation of more diverse promotion criteria. As they represent the public's interest in research and distribute public funds, the major granting councils in Canada should place increased pressure on university administrators to update promotion practices; not only to better reflect the current mix of researchers in the academy, but also to respond to the needs of a society it claims to serve.

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APPENDICES

Appendix 1

Deans Mail Survey - English

Canadian Health Services Research Foundation
Survey of University Promotion Criteria

Section 1

On the scales below please rank the importance of each of the following according to the **written criteria** for promoting a faculty member from assistant to associate professor in your faculty. Please circle your response.		*Not Important*	*Somewhat Important*	*Important*	*Very Important*	*Extremely Important*
1.	Teaching an undergraduate course	1	2	3	4	5
2.	Teaching a graduate course	1	2	3	4	5
3.	Getting a consistently favourable evaluation for teaching	1	2	3	4	5
4.	Supervising a doctoral student	1	2	3	4	5
5.	Supervising a master's student	1	2	3	4	5
6.	Gaining external recognition for teaching or an education-related honours award	1	2	3	4	5
7.	Publishing a frequently cited article in a peer-reviewed journal	1	2	3	4	5
8.	Producing a plain language document for the public or for decision makers outside the university	1	2	3	4	5
9.	Producing a report specifically designed to influence public policy	1	2	3	4	5
10.	Having strong letters of reference from recognised experts in your field	1	2	3	4	5
11.	Receipt of a personnel award or career support from a federal or provincial peer-review funding agency	1	2	3	4	5
12.	Producing a commissioned research synthesis document	1	2	3	4	5
13.	Being the first author of an article in a high-impact peer-reviewed journal	1	2	3	4	5
14.	Creating and maintaining organisational structures that link the academy to the community in innovative partnerships	1	2	3	4	5
15.	Facilitating interaction between researchers and potential users of research (e.g., workshops, briefings, conferences)	1	2	3	4	5
16.	Receipt of a research grant from a federal or provincial peer-review funding agency	1	2	3	4	5
17.	Having one's contribution and impact formally recognised by public policy and management decision-makers or their equivalent outside the university (e.g., unsolicited letters, awards, or appointment to an advisory committee)	1	2	3	4	5
18.	Being invited to present a scholarly paper at an academic conference	1	2	3	4	5

19.	Receipt of a research grant or personnel support from a peer-review funding agency requiring decision-maker partnerships, and clear dissemination strategies	1	2	3	4	5
20.	Being the first author of any kind of journal article	1	2	3	4	5
21.	Organising an international conference for practitioners and scholars	1	2	3	4	5
22.	Leadership in a national or international scholarly organisation (e.g., secretary or president)	1	2	3	4	5
23.	Leadership and membership on internal university committees	1	2	3	4	5
24.	Service to governmental or public councils and boards	1	2	3	4	5
25.	Holding administrative office in the department or faculty (e.g., Chair, Vice/Associate Chair, Director of Program)	1	2	3	4	5
26.	Responsibilities such as student counselling and course co-ordinating	1	2	3	4	5
27.	Organising an international conference for other scholars	1	2	3	4	5

Section 2

Imagine two faculty members who have equivalent administrative and teaching loads and have made equivalent contributions to community service. Faculty member A conducts research aimed at building theory and developing knowledge in a particular discipline. This researcher's output is directed largely at his or her disciplinary peers. Faculty member B conducts research in a disciplinary area, but has made major additional commitments to seeing this research disseminated to and used by individuals outside the academy—for example, to practitioners or policymakers. Faculty member A and B have comparable productivity, but the nature of their outputs is different.

The following asks you to consider how these two individuals would fare under your current promotion system.

Under your current promotion system:

_____ **Faculty member A would fare better than B**

_____ **Faculty member B would fare better than A**

_____ **Both faculty members would have an equal chance of being promoted**

Thank you for taking the time to complete this survey.

A separate research study is currently being planned to identify and explore other domains of organizational policy and practice that may influence researchers' engagement in knowledge translation activities. Are you willing to have your survey responses released to the research team conducting this study? ___**yes** ____**no**

Would you be willing to have this research team contact you regarding participation in their study?
___**yes** ____**no**

Please send your completed survey by fax or mail to:

Mail: Marie Rose Phaneuf **Fax: Attention – Marie Rose Phaneuf**

Appendix 2

Promotion Committee Members Mail Survey - English

Canadian Health Services Research Foundation
Survey of University Promotion Criteria

Section 1

On the scales below please rank the importance of each of the following for your committee decision on promotion of a faculty member from assistant to associate professor in your faculty. Please circle your response.		*Not Important*	*Somewhat Important*	*Important*	*Very Important*	*Extremely Important*
1.	Teaching an undergraduate course	1	2	3	4	5
2.	Teaching a graduate course	1	2	3	4	5
3.	Getting a consistently favourable evaluation for teaching	1	2	3	4	5
4.	Supervising a doctoral student	1	2	3	4	5
5.	Supervising a master's student	1	2	3	4	5
6.	Gaining external recognition for teaching or an education-related honours award	1	2	3	4	5
7.	Publishing a frequently cited article in a peer-reviewed journal	1	2	3	4	5
8.	Producing a plain language document for the public or for decision makers outside the university	1	2	3	4	5
9.	Producing a report specifically designed to influence public policy	1	2	3	4	5
10.	Having strong letters of reference from recognised experts in your field	1	2	3	4	5
11.	Receipt of a personnel award or career support from a federal or provincial peer-review funding agency	1	2	3	4	5
12.	Producing a commissioned research synthesis document	1	2	3	4	5
13.	Being the first author of an article in a high-impact peer-reviewed journal	1	2	3	4	5
14.	Creating and maintaining organisational structures that link the academy to the community in innovative partnerships	1	2	3	4	5
15.	Facilitating interaction between researchers and potential users of research (e.g., workshops, briefings, conferences)	1	2	3	4	5
16.	Receipt of a research grant from a federal or provincial peer-review funding agency	1	2	3	4	5
17.	Having one's contribution and impact formally recognised by public policy and management decision-makers or their equivalent outside the university (e.g., unsolicited letters, awards, or appointment to an advisory committee)	1	2	3	4	5
18.	Being invited to present a scholarly paper at an academic conference	1	2	3	4	5

19.	Receipt of a research grant or personnel support from a peer-review funding agency requiring decision-maker partnerships, and clear dissemination strategies	1	2	3	4	5
20.	Being the first author of any kind of journal article	1	2	3	4	5
21.	Organising an international conference for practitioners and scholars	1	2	3	4	5
22.	Leadership in a national or international scholarly organisation (e.g., secretary or president)	1	2	3	4	5
23.	Leadership and membership on internal university committees	1	2	3	4	5
24.	Service to governmental or public councils and boards	1	2	3	4	5
25.	Holding administrative office in the department or faculty (e.g., Chair, Vice/Associate Chair, Director of Program)	1	2	3	4	5
26.	Responsibilities such as student counselling and course co-ordinating	1	2	3	4	5
27.	Organising an international conference for other scholars	1	2	3	4	5

Section 2

Imagine two faculty members who have equivalent administrative and teaching loads and have made equivalent contributions to community service. Faculty member A conducts research aimed at building theory and developing knowledge in a particular discipline. This researcher's output is directed largely at his or her disciplinary peers. Faculty member B conducts research in a disciplinary area, but has made major additional commitments to seeing this research disseminated to and used by individuals outside the academy—for example, to practitioners or policymakers. Faculty member A and B have comparable productivity, but the nature of their outputs is different.

The following asks you to consider how these two individuals would fare under your current promotion system.

Under your current promotion system:

_____ **Faculty member A would fare better than B**

_____ **Faculty member B would fare better than A**

_____ **Both faculty members would have an equal chance of being promoted**

Thank you for taking the time to complete this survey.

A separate research study is currently being planned to identify and explore other domains of organizational policy and practice that may influence researchers' engagement in knowledge translation activities. Are you willing to have your survey responses released to the research team conducting this study? ___**yes** ____**no**

Would you be willing to have this research team contact you regarding participation in their study?
___**yes** ____**no**

Please send your completed survey by fax or mail to:

Mail: Marie Rose Phaneuf **Fax: Attention – Marie Rose Phaneuf**

Appendix 3

Promotion Committee Members Telephone Survey - English

Canadian Health Services Research Foundation
Survey of University Promotion Criteria

Section 1

On the scales below please rank the importance of each of the following for your committee decision on promotion of a faculty member from assistant to associate professor in your faculty. Please circle your response.		*Not Important*	*Somewhat Important*	*Important*	*Very Important*	*Extremely Important*
1.	Teaching an undergraduate course	1	2	3	4	5
2.	Teaching a graduate course	1	2	3	4	5
3.	Getting a consistently favourable evaluation for teaching	1	2	3	4	5
4.	Supervising a doctoral student	1	2	3	4	5
5.	Supervising a master's student	1	2	3	4	5
6.	Gaining external recognition for teaching or an education-related honours award	1	2	3	4	5
7.	Publishing a frequently cited article in a peer-reviewed journal	1	2	3	4	5
8.	Producing a plain language document for the public or for decision makers outside the university	1	2	3	4	5
9.	Producing a report specifically designed to influence public policy	1	2	3	4	5
10.	Having strong letters of reference from recognised experts in your field	1	2	3	4	5
11.	Receipt of a personnel award or career support from a federal or provincial peer-review funding agency	1	2	3	4	5
12.	Producing a commissioned research synthesis document	1	2	3	4	5
13.	Being the first author of an article in a high-impact peer-reviewed journal	1	2	3	4	5
14.	Creating and maintaining organisational structures that link the academy to the community in innovative partnerships	1	2	3	4	5
15.	Facilitating interaction between researchers and potential users of research (e.g., workshops, briefings, conferences)	1	2	3	4	5
16.	Receipt of a research grant from a federal or provincial peer-review funding agency	1	2	3	4	5
17.	Having one's contribution and impact formally recognised by public policy and management decision-makers or their equivalent outside the university (e.g., unsolicited letters, awards, or appointment to an advisory committee)	1	2	3	4	5
18.	Being invited to present a scholarly paper at an academic conference	1	2	3	4	5

19.	Receipt of a research grant or personnel support from a peer-review funding agency requiring decision-maker partnerships, and clear dissemination strategies	1	2	3	4	5
20.	Being the first author of any kind of journal article	1	2	3	4	5
21.	Organising an international conference for practitioners and scholars	1	2	3	4	5
22.	Leadership in a national or international scholarly organisation (e.g., secretary or president)	1	2	3	4	5
23.	Leadership and membership on internal university committees	1	2	3	4	5
24.	Service to governmental or public councils and boards	1	2	3	4	5
25.	Holding administrative office in the department or faculty (e.g., Chair, Vice/Associate Chair, Director of Program)	1	2	3	4	5
26.	Responsibilities such as student counselling and course co-ordinating	1	2	3	4	5
27.	Organising an international conference for other scholars	1	2	3	4	5

Section 2

Imagine two faculty members who have equivalent administrative and teaching loads and have made equivalent contributions to community service. Faculty member A conducts research aimed at building theory and developing knowledge in a particular discipline. This researcher's output is directed largely at his or her disciplinary peers. Faculty member B conducts research in a disciplinary area, but has made major additional commitments to seeing this research disseminated to and used by individuals outside the academy—for example, to practitioners or policymakers. Faculty member A and B have comparable productivity, but the nature of their outputs is different.

The following asks you to consider how these two individuals would fare under your current promotion system.

Under your current promotion system:

_____ **Faculty member A would fare better than B**

_____ **Faculty member B would fare better than A**

_____ **Both faculty members would have an equal chance of being promoted**

Section 3

1. Can you briefly outline the promotion process within your faculty (department)?
2. Is there, or has there recently been discussion in your faculty (department) about changing promotion criteria?

   Yes: a) Could you summarise the basis of these discussions with particular emphasis on anything related to accommodating the activities of applied/user-oriented researchers? Have there been any changes arising from these discussions?

   No: b) why do you think there has been no such discussion?
3. What do you think are the main barriers to changing the criteria for promotion?

4. Do you know of any promotion criteria that you would consider noteworthy because they can fairly accommodate a broader spectrum of faculty activity from pure scholarly teaching and publication to more general outreach and policy influence? How might we obtain a copy of these?

5. Does your department have a process for documenting faculty members' user-oriented (i.e., dissemination and utilization) research activities?

6. Does your department provide resources (e.g., skill development training, identification of linkage opportunities) or funding to researchers who want to engage in user-oriented research activities?

7. Does your department train students in the theory and practice of dissemination and utilization-focused research?

8. Does your department hire individuals specifically because they have expertise in these areas?

9. Do members of your department have cross appointments with or access to a research centre or institute that includes user-oriented research as part of its mission?

10. A separate research study is currently being planned to identify and explore other domains of organizational policy and practice that may influence researchers' engagement in knowledge translation activities. Are you willing to have your survey responses released to the research team conducting this study? **___yes** **___no**

11. Would you be willing to have this research team contact you regarding participation in their study?

___yes **____no**

Appendix 4

Deans Mail Survey - French

Fondation canadienne de la recherche sur les services de santé
Enquête sur les critères d'avancement dans les universités

Section 1

En utilisant les échelles ci-dessous, veuillez évaluer l'importance de chacun des facteurs suivants en fonction des **critères formels** qui régissent l'avancement des membres du personnel enseignant du niveau de professeur adjoint à celui de professeur agrégé à votre faculté. Veuillez encercler votre réponse.

	Pas important	Un peu important	Important	Très important	Extrêmement important
1. Donner un cours de premier cycle.	1	2	3	4	5
2. Donner un cours de deuxième cycle.	1	2	3	4	5
3. Obtenir une évaluation toujours favorable de son enseignement.	1	2	3	4	5
4. Superviser un étudiant au doctorat.	1	2	3	4	5
5. Superviser un étudiant à la maîtrise.	1	2	3	4	5
6. Voir son enseignement reconnu à l'extérieur ou obtenir une distinction reliée à l'éducation.	1	2	3	4	5
7. Publier un article souvent cité dans un journal avec comité de lecture.	1	2	3	4	5
8. Produire un document dans une langue simple pour le public ou des décideurs à l'extérieur de l'université.	1	2	3	4	5
9. Produire un rapport conçu spécifiquement pour influencer les politiques publiques.	1	2	3	4	5
10. Avoir des solides lettres de référence d'experts reconnus dans votre domaine.	1	2	3	4	5
11. Recevoir une bourse individuelle ou de carrière d'un organisme subventionnaire fédéral ou provincial avec processus d'évaluation par les pairs.	1	2	3	4	5
12. Produire un document de synthèse de recherche commandée.	1	2	3	4	5
13. Être le premier auteur d'un article dans un journal avec comité de lecture qui a beaucoup d'influence.	1	2	3	4	5
14. Créer et maintenir des structures organisationnelles qui établissent un lien entre les milieux universitaires et la collectivité dans le contexte de partenariats innovateurs.	1	2	3	4	5
15. Faciliter l'interaction entre chercheurs et utilisateurs éventuels de résultats de recherche (p. ex., lors d'ateliers, de séances d'information, de conférences).	1	2	3	4	5
16. Recevoir une subvention de recherche d'un organisme subventionnaire fédéral ou provincial avec processus d'évaluation par les pairs.	1	2	3	4	5
17. Voir reconnaître officiellement sa contribution et son impact par des responsables de politiques publiques et des décideurs ou leur équivalent à l'extérieur de l'université (p. ex., lettres non sollicitées, distinctions ou nominations à un comité consultatif).	1	2	3	4	5
18. Recevoir une invitation à présenter une communication savante au cours d'une conférence universitaire.	1	2	3	4	5

19. Recevoir une subvention de recherche ou une bourse d'un organisme subventionnaire avec processus d'évaluation par les pairs qui exige des partenariats avec les décideurs et des stratégies claires de diffusion.	1	2	3	4	5
20. Être le premier auteur de n'importe quel type d'article de journal.	1	2	3	4	5
21. Organiser une conférence internationale de praticiens et d'universitaires.	1	2	3	4	5
22. Jouer un rôle de premier plan dans une organisation savante nationale ou internationale (p. ex., comme secrétaire ou président).	1	2	3	4	5
23. Diriger et siéger à des comités universitaires internes.	1	2	3	4	5
24. Être membre de commissions et de conseils gouvernementaux ou publics.	1	2	3	4	5
25. Occuper une charge administrative au département ou à la faculté (p. ex., président, vice-président/président associé, directeur de programme).	1	2	3	4	5
26. Avoir des responsabilités à titre de conseiller d'étudiant ou de coordonnateur de cours, par exemple.	1	2	3	4	5
27. Organiser une conférence internationale pour d'autres universitaires.	1	2	3	4	5

Section 2

Imaginez deux chercheurs qui ont des charges d'administration et d'enseignement équivalentes et qui ont apporté des contributions équivalentes au service communautaire. Le chercheur A effectue des recherches pour énoncer une théorie et faire avancer les connaissances dans une discipline donnée. Les résultats des travaux de ce chercheur s'adressent en grande partie à des pairs de sa discipline. Le chercheur B effectue des recherches dans un domaine d'une discipline, mais il a pris d'importants engagements supplémentaires pour diffuser les résultats de cette recherche à des utilisateurs de l'extérieur des milieux universitaires—par exemple, à des praticiens ou à des responsables de politiques. Les chercheurs A et B ont une productivité comparable, mais la nature de leur contribution diffère.

Nous vous demandons d'indiquer ci-dessous comment ces deux personnes évolueraient dans votre régime actuel d'avancement.

Dans votre régime actuel d'avancement :

_____ **Le chercheur A avancerait plus vite que son collègue B.**
_____ **Le chercheur B avancerait plus vite que son collègue A.**
_____ **Les chercheurs auraient des chances égales d'avancement.**

Nous vous remercions d'avoir pris le temps de répondre à ce questionnaire.

Nous préparons actuellement une recherche distincte pour définir et explorer d'autres domaines des politiques et des pratiques organisationnelles qui peuvent jouer sur l'engagement des chercheurs à l'endroit des activités de transfert du savoir. Permettez-vous que l'on communique vos réponses au questionnaire à l'équipe de recherche chargée de cette étude? **___oui** **___non**

Accepteriez-vous que cette équipe de recherche communique avec vous au sujet de la possibilité de participer à son étude? **___oui** **___non**

Veuillez renvoyer votre questionnaire rempli par télécopieur ou courrier, à l'adresse suivante :
À l'attention de : Marie Rose Phaneuf

Appendix 5

Promotion Committee Members Mail Survey - French

Fondation canadienne de la recherche sur les services de santé
Enquête sur les critères d'avancement dans les universités

Section 1

En utilisant les échelles ci-dessous, veuillez évaluer l'importance accordée à chacun des facteurs suivants par votre comité pour déterminer l'avancement d'un membre du personnel enseignant du niveau de professeur adjoint à celui de professeur agrégé à votre faculté. Veuillez encercler votre réponse.

	Pas important	Un peu important	Important	Très important	Extrêmement important
1. Donner un cours de premier cycle.	1	2	3	4	5
2. Donner un cours de deuxième cycle.	1	2	3	4	5
3. Obtenir une évaluation toujours favorable de son enseignement.	1	2	3	4	5
4. Superviser un étudiant au doctorat.	1	2	3	4	5
5. Superviser un étudiant à la maîtrise.	1	2	3	4	5
6. Voir son enseignement reconnu à l'extérieur ou obtenir une distinction reliée à l'éducation.	1	2	3	4	5
7. Publier un article souvent cité dans un journal avec comité de lecture.	1	2	3	4	5
8. Produire un document dans une langue simple pour le public ou des décideurs à l'extérieur de l'université.	1	2	3	4	5
9. Produire un rapport conçu spécifiquement pour influencer les politiques publiques.	1	2	3	4	5
10. Avoir des solides lettres de référence d'experts reconnus dans votre domaine.	1	2	3	4	5
11. Recevoir une bourse individuelle ou de carrière d'un organisme subventionnaire fédéral ou provincial avec processus d'évaluation par les pairs.	1	2	3	4	5
12. Produire un document de synthèse de recherche commandée.	1	2	3	4	5
13. Être le premier auteur d'un article dans un journal avec comité de lecture qui a beaucoup d'influence.	1	2	3	4	5
14. Créer et maintenir des structures organisationnelles qui établissent un lien entre les milieux universitaires et la collectivité dans le contexte de partenariats innovateurs.	1	2	3	4	5
15. Faciliter l'interaction entre chercheurs et utilisateurs éventuels de résultats de recherche (p. ex., lors d'ateliers, de séances d'information, de conférences).	1	2	3	4	5
16. Recevoir une subvention de recherche d'un organisme subventionnaire fédéral ou provincial avec processus d'évaluation par les pairs.	1	2	3	4	5
17. Voir reconnaître officiellement sa contribution et son impact par des responsables de politiques publiques et des décideurs ou leur équivalent à l'extérieur de l'université (p. ex., lettres non sollicitées, distinctions ou nominations à un comité consultatif).	1	2	3	4	5
18. Recevoir une invitation à présenter une communication savante au cours d'une conférence universitaire.	1	2	3	4	5

19. Recevoir une subvention de recherche ou une bourse d'un organisme subventionnaire avec processus d'évaluation par les pairs qui exige des partenariats avec les décideurs et des stratégies claires de diffusion.	1	2	3	4	5
20. Être le premier auteur de n'importe quel type d'article de journal.	1	2	3	4	5
21. Organiser une conférence internationale de praticiens et d'universitaires.	1	2	3	4	5
22. Jouer un rôle de premier plan dans une organisation savante nationale ou internationale (p. ex., comme secrétaire ou président).	1	2	3	4	5
23. Diriger et siéger à des comités universitaires internes.	1	2	3	4	5
24. Être membre de commissions et de conseils gouvernementaux ou publics.	1	2	3	4	5
25. Occuper une charge administrative au département ou à la faculté (p. ex., président, vice-président/président associé, directeur de programme).	1	2	3	4	5
26. Avoir des responsabilités à titre de conseiller d'étudiant ou de coordonnateur de cours, par exemple.	1	2	3	4	5
27. Organiser une conférence internationale pour d'autres universitaires.	1	2	3	4	5

Section 2

Imaginez deux chercheurs qui ont des charges d'administration et d'enseignement équivalentes et qui ont apporté des contributions équivalentes au service communautaire. Le chercheur A effectue des recherches pour énoncer une théorie et faire avancer les connaissances dans une discipline donnée. Les résultats des travaux de ce chercheur s'adressent en grande partie à des pairs de sa discipline. Le chercheur B effectue des recherches dans un domaine d'une discipline, mais il a pris d'importants engagements supplémentaires pour diffuser les résultats de cette recherche à des utilisateurs de l'extérieur des milieux universitaires—par exemple, à des praticiens ou à des responsables de politiques. Les chercheurs A et B ont une productivité comparable, mais la nature de leur contribution diffère.

Nous vous demandons d'indiquer ci-dessous comment ces deux personnes évolueraient dans votre régime actuel d'avancement.

Dans votre régime actuel d'avancement :

_____ Le chercheur A avancerait plus vite que son collègue B.
_____ Le chercheur B avancerait plus vite que son collègue A.
_____ Les deux chercheurs auraient des chances égales d'avancement.

Nous vous remercions d'avoir pris le temps de répondre à ce questionnaire.

Nous préparons actuellement une recherche distincte pour définir et explorer d'autres domaines des politiques et des pratiques organisationnelles qui peuvent jouer sur l'engagement des chercheurs à l'endroit des activités de transfert du savoir. Permettez-vous que l'on communique vos réponses au questionnaire à l'équipe de recherche chargée de cette étude? **___oui ____non**

Accepteriez-vous cette équipe de recherche communique avec vous au sujet de la possibilité de participer à son étude? **___oui ____non**

Veuillez renvoyer votre questionnaire rempli par télécopieur ou courrier, à l'adresse suivante:
À l'attention de : Marie Rose Phaneuf

Appendix 6

Promotion Committee Members Telephone Survey - French

Enquête sur les critères d'avancement dans les universités

Section 1

En utilisant les échelles ci-dessous, évaluez l'importance accordée à chacun des facteurs suivants par votre comité pour déterminer l'avancement des membres du personnel enseignant du niveau de professeur adjoint à celui de professeur agrégé à votre faculté. Veuillez encercler votre réponse.

	Pas important	Un peu important	Important	Très important	Extrêmement important
1. Donner un cours de premier cycle.	1	2	3	4	5
2. Donner un cours de deuxième cycle.	1	2	3	4	5
3. Obtenir une évaluation toujours favorable de son enseignement.	1	2	3	4	5
4. Superviser un étudiant au doctorat.	1	2	3	4	5
5. Superviser un étudiant à la maîtrise.	1	2	3	4	5
6. Voir son enseignement reconnu à l'extérieur ou obtenir une distinction reliée à l'éducation.	1	2	3	4	5
7. Publier un article souvent cité dans un journal avec comité de lecture.	1	2	3	4	5
8. Produire un document dans une langue simple pour le public ou des décideurs à l'extérieur de l'université.	1	2	3	4	5
9. Produire un rapport conçu spécifiquement pour influencer les politiques publiques.	1	2	3	4	5
10. Avoir des solides lettres de référence d'experts reconnus dans votre domaine.	1	2	3	4	5
11. Recevoir une bourse individuelle ou de carrière d'un organisme subventionnaire fédéral ou provincial avec processus d'évaluation par les pairs.	1	2	3	4	5
12. Produire un document de synthèse de recherche commandée.	1	2	3	4	5
13. Être le premier auteur d'un article dans un journal avec comité de lecture qui a beaucoup d'influence.	1	2	3	4	5
14. Créer et maintenir des structures organisationnelles qui établissent un lien entre les milieux universitaires et la collectivité dans le contexte de partenariats innovateurs.	1	2	3	4	5
15. Faciliter l'interaction entre chercheurs et utilisateurs éventuels de résultats de recherche (p. ex., lors d'ateliers, de séances d'information, de conférences).	1	2	3	4	5
16. Recevoir une subvention de recherche d'un organisme subventionnaire fédéral ou provincial avec processus d'évaluation par les pairs.	1	2	3	4	5
17. Voir reconnaître officiellement sa contribution et son impact par des responsables de politiques publiques et des décideurs ou leur équivalent à l'extérieur de l'université (p. ex., lettres non sollicitées, distinctions ou nominations à un comité consultatif).	1	2	3	4	5
18. Recevoir une invitation à présenter une communication savante au cours d'une conférence universitaire.	1	2	3	4	5

19. Recevoir une subvention de recherche ou une bourse d'un organisme subventionnaire avec processus d'évaluation par les pairs qui exige des partenariats avec les décideurs et des stratégies claires de diffusion.	1	2	3	4	5
20. Être le premier auteur de n'importe quel type d'article de journal.	1	2	3	4	5
21. Organiser une conférence internationale de praticiens et d'universitaires.	1	2	3	4	5
22. Jouer un rôle de premier plan dans une organisation savante nationale ou internationale (p. ex., comme secrétaire ou président).	1	2	3	4	5
23. Diriger et siéger à des comités universitaires internes.	1	2	3	4	5
24. Être membre de commissions et de conseils gouvernementaux ou publics.	1	2	3	4	5
25. Occuper une charge administrative au département ou à la faculté (p. ex., président, vice-président/président associé, directeur de programme).	1	2	3	4	5
26. Avoir des responsabilités à titre de conseiller d'étudiant ou de coordonnateur de cours, par exemple.	1	2	3	4	5
27. Organiser une conférence internationale pour d'autres universitaires.	1	2	3	4	5

Section 2

Imaginez deux chercheurs qui ont des charges d'administration et d'enseignement équivalentes et qui ont apporté des contributions équivalentes au service communautaire. Le chercheur A effectue des recherches pour énoncer une théorie et faire avancer les connaissances dans une discipline en particulier. Les résultats des travaux de ce chercheur s'adressent en grande partie à des pairs de sa discipline. Le chercheur B effectue des recherches dans un domaine d'une discipline, mais il a pris d'importants engagements supplémentaires de diffuser les résultats de cette recherche à des utilisateurs de l'extérieur des milieux universitaires—par exemple, à des praticiens ou à des responsables de politiques. Les chercheurs A et B ont une productivité comparable, mais la nature de leur contribution diffère.

Nous vous demandons d'indiquer ci-dessous comment ces deux personnes évolueraient dans votre régime actuel d'avancement.

Dans votre régime actuel d'avancement :

_____ **Le chercheur A avancerait plus vite que son collègue B.**
_____ **Le chercheur B avancerait plus vite que son collègue A.**
_____ **Les deux chercheurs auraient des chances égales d'avancement.**

Section 3

1. Pouvez-vous décrire brièvement le mécanisme d'avancement à votre faculté (département)?
2. Y a-t-il des discussions en cours à votre faculté (département) au sujet de la modification des critères d'avancement, ou y en a-t-il eu récemment?

   Oui : a) Pourriez-vous résumer sur quoi reposent ces discussions en insistant sur ce tout ce qui permettrait d'accommoder les activités de spécialistes de la recherche appliquée ou axée sur les utilisateurs? Ces discussions ont-elles entraîné des changements?

   Non : b) Pourquoi pensez-vous qu'il n'y a pas eu de discussion de cette nature?
3. Selon vous, quels sont les principaux obstacles qui empêchent de modifier les critères d'avancement?

4. Connaissez-vous des critères d'avancement qu'il vaut selon vous la peine de signaler parce qu'ils reconnaissent un éventail plus large d'activités professionnelles allant de l'enseignement et des publications purement universitaires jusqu'à la communication de nature plus générale et à l'influence sur les politiques? Comment pourrions-nous en obtenir un exemplaire?

5. Votre département a-t-il un mécanisme pour documenter les activités de recherche axées sur les utilisateurs (c.-à-d. diffusion et utilisation)?

6. Votre département fournit-il des ressources (p. ex., formation et perfectionnement spécialisés, repérage de possibilités de maillage) ou du financement aux chercheurs qui veulent se livrer à des activités de recherche axées sur les utilisateurs?

7. Votre département donne-t-il à des étudiants de la formation sur la théorie et la pratique de la recherche axée sur la diffusion et l'utilisation?

8. Votre département embauche-t-il des personnes spécifiquement parce qu'elles ont de l'expertise dans ces domaines?

9. Y a-t-il des membres de votre département qui sont nommés à un centre ou à un institut de recherche dont la mission consiste en partie à effectuer des recherches axées sur les utilisateurs, ou qui y ont accès?

10. Nous préparons actuellement une recherche distincte pour définir et explorer d'autres domaines des politiques et des pratiques organisationnelles qui peuvent jouer sur l'engagement des chercheurs à l'endroit des activités de transfert du savoir. Permettez-vous que l'on communique vos réponses au questionnaire à l'équipe de recherche chargée de cette étude? Accepteriez-vous que cette équipe de recherche communique avec vous au sujet de la possibilité de participer à son étude?

___oui ____non

Nous vous remercions d'avoir pris le temps de répondre à ce questionnaire.

Appendix 7

Classification of Inventory Items

Reviewers' Classification of Inventory Items

Traditional Research

1. Publishing a frequently cited article in a peer-reviewed journal
2. Having strong letters of reference from recognised experts in your field
3. Receipt of a personnel award or career support from a federal or provincial peer-review funding agency
4. Being the first author of an article in a high-impact peer-reviewed journal
5. Receipt of a research grant from a federal or provincial peer-review funding agency
6. Being invited to present a scholarly paper at an academic conference
7. Being the first author of any kind of journal article
8. Organising an international conference for other scholars

Non-Traditional Research

1. Producing a plain language document for the public or for decision makers outside the university
2. Producing a report specifically designed to influence public policy
3. Producing a commissioned research synthesis document
4. Creating and maintaining organisational structures that link the academy to the community in innovative partnerships
5. Facilitating interaction between researchers and potential users of research (e.g., workshops, briefings, conferences)
6. Having one's contribution and impact formally recognised by public policy and management decision-makers or their equivalent outside the university (e.g., unsolicited letters, awards, or appointment to an advisory committee)
7. Receipt of a research grant or personnel support from a peer-review funding agency requiring decision-maker partnerships, and clear dissemination strategies
8. Organising an international conference for practitioners and scholars

Teaching

1. Teaching an undergraduate course
2. Teaching a graduate course
3. Getting a consistently favourable evaluation for teaching

4. Supervising a doctoral student
5. Supervising a master's student
6. Gaining external recognition for teaching or an education-related honours award
7. Responsibilities such as student counselling and course co-ordinating

Community Service

1. Leadership in a national or international scholarly organisation (e.g., secretary or president)
2. Leadership and membership on internal university committees
3. Service to governmental or public councils and boards
4. Holding administrative office in the department or faculty (e.g., Chair, Vice/Associate Chair, Director of Program)

Appendix 8

Information Letter for Deans – English

University Promotion Criteria:

A Survey of University Deans and Promotion Committee Chairs

Date:

Dear Dr.,

My name is Marie Rose Phaneuf, I am a M.Sc. student in the Department of Public Health Sciences at the University of Alberta. In partial completion of my degree requirements, I am conducting a survey sponsored by The Canadian Health Services Research Foundation to determine the types of academic activities leading to promotion in university departments and faculties. The main goal of this study is to document current practices, in order to determine whether university promotion criteria create barriers to academics interested in interdisciplinary and applied research and if so, how these barriers operate.

In order to learn about written criteria and processes, I am conducting a mail survey of Deans of faculties of medicine, health sciences, nursing, business, and public administration at universities across Canada. These faculties were selected because they have a broad cross section of faculty members, often with different research orientations and outputs.

The survey contains brief quantitative questions and takes approximately 15 minutes to complete. A copy of the survey accompanies this letter. Your participation is voluntary and your answers will be compiled with others such that you will never be linked in any way with your responses. You may choose not to answer any question. Any information you give will be kept private, except when professional codes of ethics or legislation require reporting. As such, there are no known risks from participating in this study.

The information you provide will be kept for five years after the study is completed. This information will be stored in a secure area (locked filing cabinet) at the University of Alberta. The Canadian Health Services Research Foundation will also have a copy of the data in a password-protected file to be accessed only by myself (the principal investigator) or those staff under my direct supervision. Though the information gathered for this study may be looked at again in the future to help answer other study questions, the data will not undergo secondary analysis without a second ethical review to ensure that the information is used ethically. Your name and any other identifying information will never be linked to your participation.

The results of this study will be disseminated to the academic community through journal articles and conference presentations. If you have any questions regarding this study please do not hesitate to contact the principal investigator, Marie Rose Phaneuf, at
or Dr. John Church in the Department of Public Health Sciences at the

University of Alberta . Should you have any concerns about this study, please contact Dr. Duncan Saunders, Associate Chair, Department of Public Health Sciences at

The information you provide is intended to benefit the academic community by helping to ensure that academic faculty members' diverse contributions are adequately recognised. I sincerely hope that you will agree to share your knowledge and experiences relating to promotion criteria in your faculty. Please take advantage of the self-addressed, stamped envelope provided, or the fax number provided, to return the survey at your earliest convenience.

Sincerely,

Marie Rose Phaneuf

Appendix 9

Information Letter for Promotion Committee Members – English

University Promotion Criteria:

A Survey of University Deans and Promotion Committee Chairs

Date:

Dear Dr.,

My name is Marie Rose Phaneuf, I am a M.Sc. student in the Department of Public Health Sciences at the University of Alberta. In partial completion of my degree requirements, I am conducting a survey sponsored by The Canadian Health Services Research Foundation to determine the types of academic activities leading to promotion in university departments and faculties. The main goal of this study is to document current practices, in order to determine whether university promotion criteria create barriers to academics interested in interdisciplinary and applied research and if so, how these barriers operate.

In order to learn about written as well as informal criteria and processes, I am conducting a telephone survey with departmental promotion committee chairs in faculties of medicine, health sciences, nursing, business, and public administration at universities across Canada. These faculties were selected because they have a broad cross section of faculty members, often with different research orientations and outputs.

In some university faculties, the dean acts as chair of the promotion committee or promotion decisions are not addressed at the faculty level. If this is the case in your faculty, you have been identified as being knowledgeable about promotion policies and decisions; your responses would be highly valued.

The survey contains both qualitative and quantitative questions and takes approximately 30 minutes to complete. A copy of the survey accompanies this letter. You will be contacted in the next week and, if you agree to participate, we will schedule a convenient time to complete the survey over the phone. With your consent, the telephone survey will be tape recorded. You will be asked to give verbal consent before the tape recorder is turned on and again afterwards.

A separate research study is also being planned at the University of Toronto to identify and explore other domains of organizational policy and practice that may influence researchers' engagement in knowledge translation activities. You will be asked during the telephone survey if you are willing to have your responses released to the University of Toronto research team. Under no circumstance will your survey responses be released without your explicit, audio-taped, verbal consent.

Your participation in this study is voluntary and your answers will be compiled in an aggregate manner with those of other respondents such that you will never be linked in any way with your responses. You may chose not to answer any question, and to

discontinue your participation in the phone survey at any time. Any information you give will be kept private, except when professional codes of ethics or legislation require reporting. As such, there are no known risks from participating in this study.

The information you provide will be kept for five years after the study is completed. This information will be stored in a secure area (locked filing cabinet) at the University of Alberta. The Canadian Health Services Research Foundation will also have a copy of the data in a password-protected file to be accessed only by myself (the principal investigator) or those staff under my direct supervision. Though the information gathered for this study may be looked at again in the future to help answer other study questions, the data will not undergo secondary analysis without a second ethical review to ensure that the information is used ethically. Your name and any other identifying information will never be linked to your participation.

The results of this study will be disseminated to the academic community through journal articles and conference presentations. If you have any questions regarding this study please do not hesitate to contact the principal investigator, Marie Rose Phaneuf, at or Dr. John Church in the Department of Public Health Sciences at the University of Alberta . Should you have any concerns about this study, please contact Dr. Duncan Saunders, Associate Chair, Department of Public Health Sciences at

The information you provide is intended to benefit the academic community by helping to ensure that academic faculty members' diverse contributions are adequately recognised. I sincerely hope that you will agree to share your knowledge and experiences relating to promotion criteria in your faculty.

Sincerely,

Marie Rose Phaneuf

Appendix 10

Information Letter for Deans – French

Critères d'avancement dans les universités : Enquête auprès des doyens et des présidents de comités d'avancement des universités

le 26 janvier, 2003

Monsieur/Madame,

Permettez-moi d'abord de me présenter. Mon nom est Marie Rose Phaneuf et je suis étudiante à la maîtrise au Département des sciences de la santé publique à l'Université de l'Alberta. Dans le cadre de mon programme d'études, j'effectue une enquête parrainée par la Fondation canadienne de la recherche sur les services de santé pour déterminer les types d'activités universitaires favorables à l'avancement dans les départements et facultés des universités canadiennes. Cette étude vise principalement à documenter les pratiques courantes afin de déterminer si les critères d'avancement créent des obstacles pour les universitaires qui s'intéressent à la recherche multidisciplinaire et appliquée et, le cas échéant, comment ces obstacles agissent.

Afin d'en apprendre davantage sur les critères et processus formels et informels, j'effectue une enquête postale auprès des présidents des comités départementaux d'avancement dans les facultés de médecine, des sciences de la santé, des sciences infirmières, de commerce et d'administration publique dans les universités du Canada. Nous avons choisi ces facultés parce qu'elles regroupent un vaste éventail de chercheurs dont les orientations de recherche et les résultats sont souvent différents.

Le questionnaire, dont vous trouverez copie ci-joint, contient de brèves questions quantitatives. Il faut une dizaine de minutes pour y répondre. Votre participation est volontaire et vos réponses seront regroupées avec celles des autres participants de telle façon qu'il sera impossible d'établir un lien entre vous et vos réponses. Vous pouvez choisir de ne pas répondre à n'importe quelle question. Les renseignements que vous nous communiquerez demeureront confidentiels, sauf lorsque les codes d'éthique des professions ou la législation nous obligent à en faire rapport. La participation à cette étude ne présente aucun risque connu.

Les renseignements que vous fournirez seront conservés pendant cinq ans après la fin de l'étude dans un endroit sécuritaire (classeur verrouillé) à l'Université de l'Alberta. La Fondation canadienne de la recherche sur les services de santé aura aussi une copie des données dans un fichier protégé par mot de passe auquel seuls auront accès les membres du personnel qui relèveront de ma supervision directe, ou moi-même (à titre de chercheure principale). Il est possible que les renseignements recueillis dans le cadre de cette enquête soient examinés à nouveau dans le futur pour aider à répondre à d'autres questions de recherche. Si c'était le cas, aucune donnée ne fera l'objet d'une analyse secondaire sans la tenue au préalable d'un examen pour assurer une utilisation conforme aux normes déontologiques. On n'établira aucun lien entre votre nom et tout autre renseignement permettant de vous identifier et votre participation.

Les résultats de cette étude seront diffusés aux milieux universitaires au moyen d'articles de journaux et de communications présentées lors de conférences. Si vous avez des questions au sujet de cette étude, n'hésitez pas à communiquer avec la chercheure principale, Marie Rose Phaneuf, au [redacted] ou avec le professeur

John Church au Département des sciences de la santé publique de l'Université de l'Alberta, au . Si vous avez des préoccupations au sujet de cette étude, veuillez communiquer avec le professeur Duncan Saunders, directeur associé, Département des sciences de la santé publique, au

Les renseignements fournis nous aideront à faire reconnaître les contributions variées des membres du personnel enseignant des universités. J'espère sincèrement que vous consentirez à partager avec nous vos connaissances et expériences relatives aux critères d'avancement dans votre faculté. Veuillez utiliser l'enveloppe préadressée et préaffranchie fournie pour nous renvoyer le questionnaire le plus tôt possible.

Veuillez agréer, Monsieur, l'expression de mes sentiments les meilleurs.

Marie Rose Phaneuf

Appendix 11

Information Letter for Promotion Committee Members – French

Critères d'avancement dans les universités : Enquête auprès des doyens et des présidents de comités d'avancement des universités

le 5 fevrier, 2003

Monsieur/Madame,

Permettez-moi d'abord de me présenter. Mon nom est Marie Rose Phaneuf et je suis étudiante à la maîtrise au Département des sciences de la santé publique à l'Université de l'Alberta. Dans le cadre de mon programme d'études, j'effectue une enquête parrainée par la Fondation canadienne de la recherche sur les services de santé pour déterminer les types d'activités universitaires favorables à l'avancement dans les départements et facultés des universités canadiennes. Cette étude vise principalement à documenter les pratiques courantes afin de déterminer si les critères d'avancement créent des obstacles pour les universitaires qui s'intéressent à la recherche multidisciplinaire et appliquée et, le cas échéant, comment ces obstacles agissent.

Afin d'en apprendre davantage sur les critères et processus formels et informels, j'effectue une enquête postale auprès des présidents des comités départementaux d'avancement dans les facultés de médecine, des sciences de la santé, des sciences infirmières, de commerce et d'administration publique dans les universités du Canada. Nous avons choisi ces facultés parce qu'elles regroupent un vaste éventail de chercheurs dont les orientations de recherche et les résultats sont souvent différents.

Dans certaines facultés d'universités, le doyen agit en qualité de président du comité de promotion. Ce n'est cependant pas toujours le cas. Pour d'autres facultés, les décisions promotionnelles ne sont pas traitées au sein même de la faculté. Si cela est votre cas, vous avez donc déjà été évalué et bien informé au sujet des décisions et des politiques de promotion, votre réponse en sera donc d'autant plus valable.

Le questionnaire, dont vous trouverez copie ci-joint, contient de brèves questions quantitatives. Il faut une dizaine de minutes pour y répondre. Votre participation est volontaire et vos réponses seront regroupées avec celles des autres participants de telle façon qu'il sera impossible d'établir un lien entre vous et vos réponses. Vous pouvez choisir de ne pas répondre à n'importe quelle question. Les renseignements que vous nous communiquerez demeureront confidentiels, sauf lorsque les codes d'éthique des professions ou la législation nous obligent à en faire rapport. La participation à cette étude ne présente aucun risque connu.

Les renseignements que vous fournirez seront conservés pendant cinq ans après la fin de l'étude dans un endroit sécuritaire (classeur verrouillé) à l'Université de l'Alberta. La Fondation canadienne de la recherche sur les services de santé aura aussi une copie des données dans un fichier protégé par mot de passe auquel seuls auront accès les membres du personnel qui relèveront de ma supervision directe, ou moi-même (à titre de chercheure principale). Il est possible que les renseignements recueillis dans le cadre de cette enquête soient examinés à nouveau dans le futur pour aider à répondre à d'autres questions de recherche. Si c'était le cas, aucune donnée ne fera l'objet d'une analyse

secondaire sans la tenue au préalable d'un examen pour assurer une utilisation conforme aux normes déontologiques. On n'établira aucun lien entre votre nom et tout autre renseignement permettant de vous identifier et votre participation.

Les résultats de cette étude seront diffusés aux milieux universitaires au moyen d'articles de journaux et de communications présentées lors de conférences. Si vous avez des questions au sujet de cette étude, n'hésitez pas à communiquer avec la chercheure principale, Marie Rose Phaneuf, au , ou avec le professeur John Church au Département des sciences de la santé publique de l'Université de l'Alberta, au Si vous avez des préoccupations au sujet de cette étude, veuillez communiquer avec le professeur Duncan Saunders, directeur associé, Département des sciences de la santé publique, au

Les renseignements fournis nous aideront à faire reconnaître les contributions variées des membres du personnel enseignant des universités. J'espère sincèrement que vous consentirez à partager avec nous vos connaissances et expériences relatives aux critères d'avancement dans votre faculté. Veuillez utiliser l'enveloppe préadressée et préaffranchie fournie pour nous renvoyer le questionnaire le plus tôt possible.

Veuillez agréer, Madame l'expression de mes sentiments les meilleurs.

Marie Rose Phaneuf

Appendix 12

Information Letter for Telephone Survey – English

University Promotion Criteria:

A Survey of University Deans and Promotion Committee Chairs

Feb 05, 2003

Dear Dr.,

My name is Marie Rose Phaneuf, I am a M.Sc. student in the Department of Public Health Sciences at the University of Alberta. In partial completion of my degree requirements, I am conducting a survey sponsored by The Canadian Health Services Research Foundation to determine the types of academic activities leading to promotion in university departments and faculties. The main goal of this study is to document current practices, in order to determine whether university promotion criteria create barriers to academics interested in interdisciplinary and applied research and if so, how these barriers operate.

In order to learn about written as well as informal criteria and processes, I am conducting a telephone survey with departmental promotion committee chairs in faculties of medicine, health sciences, nursing, business, and public administration at universities across Canada. These faculties were selected because they have a broad cross section of faculty members, often with different research orientations and outputs.

In some university faculties, the dean acts as chair of the promotion committee or promotion decisions are not addressed at the faculty level. If this is the case in your faculty, you have been identified as being knowledgeable about promotion policies and decisions; your responses would be highly valued.

The survey contains both qualitative and quantitative questions and takes approximately 30-45 minutes to complete. A copy of the survey accompanies this letter. You will be contacted by phone next week and, if you agree to participate, we will schedule a convenient time to complete the survey over the phone. With your consent, the telephone survey will be tape recorded. You will be asked to give verbal consent before the tape recorder is turned on and again afterwards.

A separate research study is also being planned at the University of Toronto to identify and explore other domains of organizational policy and practice that may influence researchers' engagement in knowledge translation activities. You will be asked during the telephone survey if you are willing to have your responses released to the University of Toronto research team. Under no circumstance will your survey responses be released without your explicit, audio-taped, verbal consent.

Your participation in this study is voluntary and your answers will be compiled in an aggregate manner with those of other respondents such that you will never be linked in any way with your responses. You may chose not to answer any question, and to discontinue your participation in the phone survey at any time. Any information you give will be kept private, except when professional codes of ethics or legislation require reporting. As such, there are no known risks from participating in this study.

The information you provide will be kept for five years after the study is completed. This information will be stored in a secure area (locked filing cabinet) at the University of Alberta. The Canadian Health Services Research Foundation will also have a copy of the data in a password-protected file to be accessed only by myself (the principal investigator) or those staff under my direct supervision. Though the information gathered for this study may be looked at again in the future to help answer other study questions, the data will not undergo secondary analysis without a second ethical review to ensure that the information is used ethically. Your name and any other identifying information will never be linked to your participation.

The results of this study will be disseminated to the academic community through journal articles and conference presentations. If you have any questions regarding this study please do not hesitate to contact the principal investigator, Marie Rose Phaneuf, at _ or Dr. John Church in the Department of Public Health Sciences at the University of Alberta . Should you have any concerns about this study, please contact Dr. Duncan Saunders, Associate Chair, Department of Public Health Sciences at

The information you provide is intended to benefit the academic community by helping to ensure that academic faculty members' diverse contributions are adequately recognised. I sincerely hope that you will agree to share your knowledge and experiences relating to promotion criteria in your faculty.

Sincerely,

Marie-Rose Phaneuf

Appendix 13

Information Letter for Telephone Survey – French

Critères d'avancement dans les universités : Enquête auprès des doyens et des présidents de comités d'avancement des universités

Le 5 fevrier, 2003

Monsieur, Madame,

Permettez-moi d'abord de me présenter. Mon nom est Marie Rose Phaneuf et je suis étudiante à la maîtrise au Département des sciences de la santé publique à l'Université de l'Alberta. Dans le cadre de mon programme d'études, j'effectue une enquête parrainée par la Fondation canadienne de la recherche sur les services de santé pour déterminer les types d'activités universitaires favorables à l'avancement au sein des départements et facultés des universités canadiennes. Cette étude vise principalement à documenter les pratiques courantes afin de déterminer si les critères d'avancement créent des obstacles pour les universitaires qui s'intéressent à la recherche multidisciplinaire et appliquée et, le cas échéant, comment ces obstacles agissent.

Afin d'en apprendre davantage sur les critères et processus formels et informels, j'effectue une enquête téléphonique auprès des présidents des comités départementaux d'avancement dans les facultés de médecine, des sciences de la santé, des sciences infirmières, de commerce et d'administration publique dans les universités du Canada. Nous avons choisi ces facultés parce qu'elles regroupent un vaste éventail de chercheurs dont les orientations de recherche et les résultats sont souvent différents.

Le questionnaire, dont vous trouverez copie ci-joint, contient des questions qualitatives et quantitatives. Il faut de 30 à 45 minutes pour y répondre. Nous vous téléphonerons la semaine prochaine pour établir votre consentement à participer et déterminer un moment qui vous convient pour répondre à notre questionnaire téléphonique. Si vous êtes d'accord, nous nous proposons d'enregistrer vos réponses. Nous vous demanderons alors de donner votre consentement verbal avant de mettre le magnétophone en marche et de nouveau à la fin de l'entrevue.

Nous préparons également une étude distincte, à l'Université de Toronto, pour déterminer et explorer d'autres aspects des politiques et des pratiques organisationnelles qui peuvent influencer l'engagement des chercheurs à l'endroit des activités de transfert de connaissances. Lors de l'entrevue téléphonique, on vous demandera si vous consentez à ce que vos réponses soient communiquées à l'équipe de recherche de l'Université de Toronto. Aucune réponse ne sera divulguée sans votre consentement verbal, enregistré et explicite.

Votre participation est volontaire et vos réponses seront regroupées avec celles des autres participants de telle façon qu'il sera impossible d'établir un lien entre vous et vos réponses. Vous pouvez choisir de ne pas répondre à n'importe quelle question ou décider d'arrêter l'entrevue en tout temps. Les renseignements que vous nous communiquerez demeureront confidentiels, sauf lorsque les codes d'éthique des professions ou la législation nous obligent à en faire rapport. La participation à cette étude ne présente aucun risque connu.

Les renseignements que vous fournirez seront conservés pendant cinq ans après la fin de l'étude dans un endroit sécuritaire (classeur verrouillé) à l'Université de l'Alberta. La Fondation canadienne de la recherche sur les services de santé aura aussi une copie des données dans un fichier protégé par mot de passe auquel seuls auront accès les membres du personnel qui relèveront de ma supervision directe, ou moi-même (à titre de chercheure principale). Il est possible que les renseignements recueillis dans le cadre de cette enquête soient examinés à nouveau dans le futur pour aider à répondre à d'autres questions de recherche. Si c'était le cas, aucune donnée ne fera l'objet d'une analyse secondaire sans la tenue au préalable d'un examen pour assurer une utilisation conforme aux normes déontologiques. On n'établira aucun lien entre votre nom et tout autre renseignement permettant de vous identifier et votre participation.

Les résultats de cette étude seront diffusés aux milieux universitaires au moyen d'articles de journaux et de communications présentées lors de conférences. Si vous avez des questions au sujet de cette étude, n'hésitez pas à communiquer avec la chercheure principale, Marie Rose Phaneuf, au . ou avec le professeur John Church au Département des sciences de la santé publique de l'Université de l'Alberta, au Si vous avez des préoccupations au sujet de cette étude, veuillez communiquer avec le professeur Duncan Saunders, directeur associé, Département des sciences de la santé publique, au

Les renseignements fournis nous aideront à faire reconnaître les contributions variées des membres du personnel enseignant des universités. J'espère sincèrement que vous consentirez à partager avec nous vos connaissances et expériences relatives aux critères d'avancement dans votre faculté.

Veuillez agréer, Monsieur, Madame, l'expression de mes sentiments les meilleurs.